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ABSTRACT

This report conducted for the Association of American Publishers, Inc. on the college textbook market provides the industry with operationally useful information and trend data on the prevailing attitudes, needs, purchasing and usage patterns of the prime users of college educational materials--the faculty and the students. Detailed findings concerning faculty cover the professional views of the faculty; evaluating course books; promotion and distribution; basic textbooks; "other" books; supplementary reading materials; audio-visual materials; future outlook and views of the industry; and two market places: 2-year versus 4-year schools. Detailed findings concerning students cover: student attitudes; habits and trends; book purchasing habits and preferences; the college sponsored bookstore; basic textbooks; "other" books; audio-visual materials; and views of the industry. (MJM)

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# A STUDY OF THE
# COLLEGE TEXTBOOK MARKET

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Prepared for:

Association of American Publishers, Inc.

February 1974

DANIEL YANKELOVICH
INCORPORATED

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## Introduction

This is the report of the study conducted for the Association of American Publishers, Inc. on the college textbook market.

The major objective of the study was to provide the industry with operationally useful information and trend data on the prevailing attitudes, needs, purchasing and usage patterns of the prime users of college educational materials -- the faculty and the students.

Specifically, the study was designed to accomplish the following purposes:

1. Update the major findings of the Industry's 1972 base-line study.
2. Provide more in-depth information on many of the major issues facing the industry -- including the continued use and potential of the basic text.
3. Develop initial benchmark readings on attitudes toward and usage of "media."

## The Research Approach

The study was conducted in two phases. The original qualitative phase included both extensive interviews and meetings with members of the industry, faculty staff, and current college students. The purpose of the first phase was to define the information needs of the sponsors and the pertinent subjects on the minds of its prime customers.

The second phase is the quantitative study reported here. All results in this study are based on a representative and projectible sample of 1,046 students and 336 faculty members at 42 institutions across the country during November, 1973.

## Methodological Considerations

In structuring the sample for this current study, a decision was made, in consultation with the Association, to place major emphasis on the development of projectible data and to insure that the results would be as concrete and useful as possible.

In line with this decision, the sampling design does not replicate the precise procedures used previously, and all trend questions are not necessarily worded exactly as in the original study.

Both of these factors have been taken into consideration in analyzing the data.

## The Sample

The college sample was selected in two stages. In the first stage, all campuses in the country were stratified by geographic region, by public and private institutions, and by the size of the student enrollment. Campuses were selected from each stratum with a probability proportionate to current enrollment. Two-year colleges were slightly over-sampled to insure a large enough sub-sample for analytical purposes. The results were then statistically "weighted" back into their proper proportions.

At each of the campuses, interviewers were assigned a randomized procedure for selecting students by college year attending. A representative quota was assigned for the number of interviews to be conducted with faculty members at each academic level -- Instructor, Assistant Professor, Associate Professor, Full Professor and Department Head -- and interviewers were assigned a randomized procedure for selection of respondents at each level. As a result of this sampling method, the results are statistically projectible to the total college population.

## The Questionnaires

Separate questionnaires were used in interviewing students and faculty.

Special efforts were made among faculty members to insure both their cooperation and the richness of insights they could provide to the industry. These efforts included a long, probing interview, including many open-ended questions and the use of specially trained adult interviewers and staff members.

Copies of the two questionnaires are appended to this report.

Key Analytic Groups

Characteristics of the faculty sample include:

| | Total (336) 100%) |
|---|---|
| **Academic Title** | |
| Instructors | 29 |
| Asst./Associate Professors | 44 |
| Full Professors | 27 |
| **Discipline Area** | |
| Humanities/Social Sciences/Education | 45 |
| Science/Math/Engineering Business/Economics/ Vocational | 55 |
| **Type of Institution** | |
| 2-Year College | 28 |
| 4-Year College or University | 72 |
| **Size of Institution** | |
| Under 5,000 Students | 29 |
| 5,000 - 19,999 Students | 45 |
| 20,000 Students or more | 26 |
| **Geographic Region** | |
| Northeast | 24 |
| North Central | 27 |
| South | 27 |
| West | 22 |
| **Other Key Groups** | |
| (a) 35 years or younger | 41 |
| (b) Women Faculty | 22 |
| (c) Have Written At Least One Basic Textbook | 15 |



Characteristics of the student sample include:

| | Total (1046) 100% |
|---|---|
| **Sex** | |
| Male | 57 |
| Female | 43 |
| **Class Status** | |
| Freshman | 27 |
| Sophomore | 23 |
| Junior | 18 |
| Senior/Graduate | 32 |
| **Type of Institution** | |
| 2-Year College | 28 |
| 4-Year College or University | 72 |
| **Size of Institution** | |
| Under 5,000 Students | 28 |
| 5,000 - 19,999 Students | 46 |
| 20,000 Students or More | 26 |
| **Geographic Region** | |
| Northeast | 24 |
| North Central | 27 |
| South | 27 |
| West | 22 |
| **Academic Major** | |
| Humanities | 29 |
| Social Sciences | 14 |
| Education | 11 |
| Science/Math/Engineering | 25 |
| Business/Economics | 16 |
| Vocational/Other/Undecided | 5 |

# PART I

## THE OVERVIEW

### The Organization of the Report

The report itself is divided into these major sections:

Part I - The Overview and Summary of Findings

Part II - The Detailed Findings for the Faculty

Part III - The Detailed Findings for the Students

In addition to the overview and selected findings contained in this report, a complete copy of the computer print-out is being provided.

### The Overview

The results of the study point to a number of general trends in the market place with important implications for the industry.

### Important General Trends

A Favorable Operating Social Environment: The prevailing climate on the college campus today is one which should help to create an atmosphere in which textbooks can increase in importance, value and usage.

This includes:

a) A strong emphasis on the need for structure. Faculty members are strongly convinced that both the new career orientation of students and the limited achievements of secondary educational policy demand that courses be highly structured, reading assignments carefully spelled out, and students tested both on reading assignments and course lectures.

b) A notable change in the views and values of students from the decade of the sixties. These shifts are expressed in stronger dedication to future career interests and a strong feeling among students that they, too, will benefit more from a highly structured setting than a more permissive one.

Continued Commitment to Textbooks as an Integral Part of the Higher Educational Process: Both faculty and students continue to view the

basic textbook as the fundamental tool. These sentiments are backed up by the continued levels of textbook usage in the classrooms.

The Basic Text by Itself is Not Enough: While the basic textbook is viewed as the starting point in course curriculum, over half the time faculty members also feel it necessary to assign additional reading sources. This ties in with faculty stress on 'breadth and comprehensiveness' as essential qualities of a course book. These findings taken together suggest that "comprehensiveness" for a basic text really refers to its umbrella quality, that it may serve as a springboard of principals and topics to which greater depth can be given through the assignment of other reading sources. In addition, the use of supplementary reading sources undoubtedly provides a degree of stimulation and variety for students which a single basic text may often fall short of.

The Packaged Kit Approach is a Potential Enhancer of Textbook Usage: As long as the textbook is seen as the basic tool, it is not threatened by the mounting importance of what might be termed the "teaching and learning kit." Faculty members show an increasing interest in assembling a total teaching package -- including textbooks, other readings, outlines, study guides, and audio-visual materials. This trend can result in broadening the opportunities for the industry. The one real danger is if textbooks fail to "deliver."

A Positive Outlook for Media: Media faces an expanding future, with both students and faculty interested in seeing the use of the tool expanded. One basic problem, however, is that about half of the faculty members still apparently have not really learned how to fully use media and still tend to look upon it as a way to promote students' interest but not to expand their level of understanding. One positive note in this connection, however, is the other half who have come to recognize the intrinsic worth of the media.

Expanding Market Opportunities: The great differences in the views and needs of two-year colleges in comparison with four-year institutions can provide the industry with increasing opportunities for two separate and distinct product lines. More and more, the two-year college appears to be losing its "second class status." Instead, it is regarded as a separate and distinct educational facility, with its major goal to train its own students for future careers rather than to compensate for the original failure of the students to make the four-year college. In this sense, both faculty and students in the two-year college clearly see themselves as a "different market."

The Positive Image of the Industry: An important source of strength for the industry is its good public relations reputation and image on the campus. Two out of three faculty members, for example, believe that the industry's concern with profits is not outweighing the sense of obligation and dedication to the college marketplace.

The reputation of the textbook industry stands in striking contrast with the views of the general public about the motives of business. A recent Yankelovich study, for example, indicates that over 70% of the general public believe that business strikes a poor balance between its own profit motives and its public responsibilities.

Highlights of the Study

Other important findings of the study covered both specific questions raised by the industry and trend data. In developing the trend information, we have used the industry's 1972 study of the marketplace for evaluative purposes, factoring into our considerations some differences in the sample and methodology of the two studies.

1. The Future of Textbooks: Compared to two years ago, faculty members are more optimistic about the future of textbooks and less likely to believe that they will decline in importance compared to other course material.

2. Use of Textbooks: The same proportion of faculty members (8 out of 10) appears to be assigning basic textbooks as in the recent past.

3. Decision-Making: The individual faculty member continues to be the prime decision-maker in terms of basic texts and other reading material assigned. Faculty members report no increased pressure or regulations from departments or department heads.

4. The Role of Students in Textbook Decisions: Fewer faculty members than in the past indicate that student influences are a factor in their own decisions on which textbooks to use. However, according to the responses of both students and faculty, there is some increase in the use of "options" whereby the professor provides the students with several alternative texts from which to choose.

5. The Role of Reading Material: Faculty members say they place utmost emphasis on reading assignments. Nine out of ten say they test from reading materials and claim that they insist on students reading their assignments. This is, from the faculty viewpoint, an important part of the recognized need for structure.

6. Textbook Criteria: By far the leading criterion in textbook selection mentioned by faculty members was 'breadth and comprehensiveness,' with 'up-to-dateness' and 'fit with teaching style' tied for second place. The notion of 'breadth and comprehensiveness' here connotes more a sense of global inclusion of basic principals, themes, and topics, rather than the encyclopedic quality of a total depth information source. Other text criteria such as price, authorship, and reputation of the publisher were not credited as being that important. Unfortunately, we do not have trend data on this subject -- for, it may well reflect a real change in thinking from a time when authorship appeared to be given more emphasis than at the present.

7. Satisfaction with Textbooks: Two-thirds of faculty members expressed some dissatisfaction with available textbooks. In response to a direct question, for example, 60% of faculty members said they were using their particular basic text only because it was the best available, not because they were really satisfied with it. While some might write off such attitudes as "normal" academic reactions, there is a serious risk in ignoring them so easily. From the student viewpoint, there is far less criticism. Eight-five percent say they are satisfied with the textbooks they've used in college. However, assigned books don't seem to have that much saliency for students. When they describe their reasons for liking or disliking a course, the assigned reading material is seldom mentioned.

8. The Money Factor: Complaints about high prices in textbooks are mainly targeted against the bookstores, but with the majority of students and faculty still setting the availability of lower-priced books as the prime target for the industry. Preference for paperbacks even in textbooks (when available) is a serious manifestation of this complaint. Up to now, however, there is little indication that the complaints have stemmed from any increase in the money squeeze. Eight out of ten students indicated that they were not finding finances a major personal problem.

9. Paperbacks: Everything in the findings indicates a continued growth in the use of paperbacks. Given the choice, students almost invariably chose the paperback in preference to the hardcover when both were available -- even in the case of basic texts. What is more important is that faculty members are equally strong in their preference for paperbacks for student use.

10. Supplementary Materials: Supplementary materials appear to be widely used and liked by a majority of faculty members as a useful tool for students. In assigning supplementary materials, faculty members tend to mix and match them, usually ending up by telling their classes to use more than just a study guide or a review book or a manual. There are also indications that the availability of supplementary materials is beginning to be an influence in textbook decisions. Among faculty members using textbook accompaniment materials, nearly half say that the supplements are a real consideration in their textbook choice.



11. New vs. Used Books: Unlike the paperback situation, faculty members suggest almost a total uninvolvement with the used book issue. Availability of used copies is not a factor in their choice, and they do not go out of their way to recommend to students that they buy the assigned books either new or used. The issue is less clear, but not without hope, among students. When both used and new copies of textbooks are available, students are as likely to buy a used copy as a new copy. This, of course, is bad news for the industry, for it suggests the continued recycling of books. On the positive side, there are some signs of a predisposition among students to prefer new books -- perhaps tied in with their new views about career aspirations. Two years ago, only 12% of the students indicated that they were buying all of the assigned course books new. This year the figure stands at 22%.

12. Recycling: About one in four students have definite plans to resell their books at the end of the course. An equal number say that they may decide to take this same action in all or some instances. The major motivations for not selling books is the desire to build a personal or reference library. If the present attitude about careers is sustained, the importance of building a personal reference library may become a more important stabilizing influence than it is at present.

13. The College Bookstore: Eight out of ten students do their course book purchasing at the college bookstore. Students' evaluation of college bookstore is consistent with what prevailed two years ago.

On balance, the report card is more positive than negative, but many criticisms still prevail -- particularly about price and in some instances, the availability of the books when needed. The faculty impression of the college bookstore has deteriorated somewhat from the last study, with indications that mutual understanding and cooperation between college bookstores and faculty has slipped rather than improved.

14. Media: All indications suggest that faculty members see audio-visual material as an increasingly important factor in the college educational process. About three out of four of the faculty now say they are using one or more forms of media. The types of material used most often include overhead projector, 16 mm films, slides and filmstrips, with videotape mentioned by only a small minority using. On the other hand, there continues to be a considerable gap between the media available to the faculty and actual usage patterns. For example, in videotape, three out of five say that they are available, but only one in five now use them. Two problems are suggested: one, the tendency by one out of two actual users of media to regard them as ways of stimulating student interest but not in communicating information; the second, the peculiar role of the individual faculty member in the decision-making process. At 48% of the institutions covered, audio-visual material is bought by the department, but the decision to use or not to use is still left up to the individual faculty member. Under the present structure, too little attention appears to be directed at either reinforcing faculty impressions of audio-visuals or helping them to use media as basic teaching tools.

15. Promotion and Sample Copies: Faculty members clearly continue to find the practice of sample copies to be the most appealing and useful promotional approach, and are likely to resist most attempts to cut back. There are, however, some positive indications that the present practice could be streamlined without loss of favor. Faculty members seem to prefer and find more helpful the policy of sample copies on request in preference to those that arrive unsolicited. In addition, there appears to be a willingness on the part of the faculty to be more selective even in terms of requested sample copies, provided that the literature and brochures of the publishing companies are more detailed and informative -- including actual synopses of the material covered, sample selections, and enough other detail on which at least initial screenings could be based. The same rules apply to the college traveller, still the primary contact between the industry and the faculty.

One interesting and unique factor in the textbook marketplace is the already existing positive attitude of the faculty about industry promotion. Essentially, they regard the industry's efforts as helpful to them personally rather than just as advertising or promotion.

16. Faculty Involvement: Faculty members indicate a desire to establish still closer ties to the industry and to play a more active role in the development of educational materials.

PART II: FACULTY -- DETAILED FINDINGS

PROFESSIONAL VIEWS OF FACULTY

Professional Views of Faculty

As faculty members plan their courses -- and their use of course materials -- they are undoubtedly influenced by their own professional motivations and values, as well as by their perception of the background and needs of the students they face. In this regard, the evidence strongly indicates that:

. ... College professors are highly motivated by their own desire for teaching satisfaction, over and beyond their concern for other matters such as research, writing and the like.

... College professors are pervasively concerned that students arrive poorly prepared for academic life, and are greatly in need of structure and incentives for studying hard.

... College professors are inclined to feel that grades are given too much stress, although many also feel there is already too much permissiveness in the demands placed on students to study and learn.

... Students are perceived to be attending college primarily for practical career reasons.

... That the relative emphasis on training professionals does not presently overdominate the need to educate students as human beings.

Finding #1: Teaching Satisfaction: The college faculty member wears many hats, which has sometimes brought criticism that the primary obligations to teaching and student welfare are too often subordinated to research, writing and other matters. However, professors themselves tell us that teaching and working with individual students are their primary sources of professional satisfaction and involvement; and, only a fractional number indicate frustration or regret over their teaching careers. Indeed, 89% would still choose teaching over any other career. This holds equally true for instructors through full professors, as well as for faculty in different types of institutions.

Main Sources of Professional Satisfaction[1/]

(Volunteered remarks)

| | Total |
|---|---|
| | % |
| Student development; working with students and watching them grow into mature, thinking adults | 44 |
| Teaching; imparting my knowledge to others | 41 |
| Associations with students and young people, both in and out of the classroom | 24 |
| Research | 21 |
| Following the achievements of students after graduation; receiving acknowledgements from former students | 13 |
| Enjoyment of my subject matter; the material I work with | 12 |
| Developing new programs and curricula to meet the needs of students | 8 |
| Writing and publishing | 6 |
| Helping students with their personal problems | 5 |
| Being involved in the overall affairs of the college/university | 4 |
| Associations with other faculty members and professionals | 4 |

1/ Question 1a: "Generally speaking, from what aspects of your own involvement as a professional do you derive the greatest sense of satisfaction?"

## Ways Most Prefer to Spend Professional Time [1]

| | Total |
|---|---|
| | % |
| Teaching and lecturing | 75 |
| Working with individual students | 43 |
| Research | 28 |
| Writing and publishing | 18 |
| Being involved in the overall affairs of the college/university | 9 |
| Working as a consultant to government or industry | 8 |
| Planning curriculum for the department | 6 |

1/ Question 1b: (SHOW CARD) "Given the choice, how would you most like to be spending your work hours? Which one or two of the activities listed on this card would you like to do most?"

## How Satisfying Teaching Is These Days [1]

| | Total |
|---|---|
| | % |
| Satisfying | 86 |
| Arduous/frustrating | 12 |
| No answer | 2 |

1/ Question 1d: "On the whole, do you find teaching particularly arduous or frustrating these days, or do you find that teaching is generally a satisfying experience?"

Would You Still Choose Teaching As a Career? 1/

| | Total |
|---|---|
| | % |
| Yes | 89 |
| No | 11 |

1/ Question 1c: "If you had it to do over again, would you still choose teaching as a career area?

Finding #2: Campus Issues: Faculty members were also questioned about their views on a number of subjects of current interest on college campuses. Results on one key issue show a substantial agreement that students need their courses highly structured to learn well. This should relate closely to the kinds of course materials deemed most appropriate:

... Nearly one out of two (46%) endorse fully the need for structure in teaching, another third (33%) partially agree, and only 21% disagree.

However opinions are more divided on related issues -- indicating that all those supporting structure may not necessarily feel that too little structure now exists:

... Only 21% agree fully that colleges today are too permissive, 37% partially agree and 41% disagree.

... One in four subscribe fully to the idea that there is too much emphasis on making life easy for students, 42% agree partially and a third disagree.

... Opinions are almost evenly divided about whether too much stress continues to be placed on grades -- 38% agree fully, 32% agree partially, and 30% disagree.

In addition, on other important issues a majority reject the ideas that:

... The quality of education has suffered as a result of the effort to admit more minority students (64% disagree).

... Junior colleges should concentrate primarily on preparing students for four year degree granting institutions (59% disagree).

Campus Issues[1/]

| | Agree Fully | Agree Partially | Disagree |
|---|---|---|---|
| | % | % | % |
| Most students just do not seem able to learn the necessary material unless a course is structured for them with assignments, tests, and grades | 46 | 33 | 21 |
| Too much stress continues to be placed on grades | 38 | 32 | 30 |
| One result of the student rebellion of the sixties is that college curriculums today are more relevant and meaningful | 26 | 42 | 32 |
| There's too much emphasis on making life easy for students these days, and not enough on getting them to put in the hard work it takes to get a good education | 25 | 42 | 33 |
| Most colleges and universities are overly permissive in terms of what is required of students today | 21 | 37 | 41 |
| Colleges and universities today are too concerned with training professionals and not enough with educating human beings | 1[illegible] | 37 | 43 |
| Junior colleges should try primarily to prepare students for eventually going on to a four-year school to get their degree | 11 | 28 | 59 |
| The quality of education has deteriorated as a result of the effort to admit more minority students | 7 | 29 | 64 |

1/ Question 3: "Of course, as you are well aware, there are many subjects being discussed and argued in the colleges and universities today. Will you tell me whether you agree fully, agree partially or disagree with each of the following statements?"

Finding #3: Faculty Impressions of Students: In assessing the students they encounter these days, faculty members expressed skepticism on several counts. Much of this centers on students' general background and motivation for college level work, with only a third of the faculty feeling students arrive ready to study hard; and just a few more (39%) feeling they are academically prepared for college. Most negative are the junior college faculty, with barely 14% finding their students well prepared academically. Another group holding strong reservations about the quality of students are those professors who believe in a structured approach to teaching.

There are mixed sentiments over other aspects of today's students, however, especially concerning their sense of involvement in academic life. For example, only a minority (34%) find students apathetic and uninvolved, and still fewer (28%) feel students are overly skeptical of authorities. Yet, against this backdrop of apparent openness, barely half of the professors find their students interested in establishing close faculty relationships.

Faculty Impressions of Students[1/]

| | Total |
|---|---|
| | % |
| Believe Students Today Are: | |
| In a position to make constructive suggestions about the course and how it is taught | 63 |
| Interested in establishing close relations with faculty members | 53 |
| Able to work independently | 40 |
| Come to college well prepared academically | 39 |
| Highly motivated | 37 |
| Apathetic and uninvolved | 34 |
| Ready to study hard | 33 |
| Overly skeptical of authorities | 28 |

1/ Question 2a: "What's your impression of the students you get to teach these days? Do you find, for example, that they come to college well prepared academically?" Do you find that students today are (CONTINUE WITH LIST).

## Impressions of Students' Qualifications [1]

By Key Groups

| | Well Prepared Academically | Highly Motivated | Able to Work Independently |
|---|---|---|---|
| | % | % | % |
| **Total** | 39 | 37 | 40 |
| **Academic Title** | | | |
| Instructors | 34 | 34 | 41 |
| Assistant/associate professors | 42 | 38 | 38 |
| Full professors | 40 | 40 | 40 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 36 | 38 | 37 |
| Science/math/engineering/ business/economics/vocational | 42 | 37 | 42 |
| **Type of Institution** | | | |
| 2 year college | 14 | 32 | 32 |
| 4 year college or university | 49 | 39 | 43 |
| **Size of Institution** | | | |
| Under 5,000 students | 36 | 37 | 31 |
| 5,000 - 19,999 students | 35 | 36 | 42 |
| 20,000 students or more | 51 | 40 | 44 |
| **Geographic Region** | | | |
| Northeast | 34 | 36 | 39 |
| North Central | 55 | 50 | 47 |
| South | 36 | 24 | 30 |
| West | 29 | 38 | 42 |

## Impressions of Students' Qualifications [1] (Continued)

By Key Groups

| | Well Prepared Academically | Highly Motivated | Able to Work Independently |
|---|---|---|---|
| | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | |
| Agree fully | 30 | 29 | 35 |
| Agree only partially or disagree | 47 | 45 | 43 |
| **Key Groups** | | | |
| a. 35 years or younger | 40 | 36 | 42 |
| b. Women faculty | 30 | 46 | 33 |
| c. Have written at least one basic textbook | 49 | 47 | 49 |

1/ Question 2a: "What's your own impression of the students you get to teach these days? Do you find, for example, that they come to college well prepared academically? (Continue with list.)"

Finding #4: Psychology of Affluence: Faculty members were asked to evaluate whether the students they come into contact with are going to college primarily for the practical career benefits it offers, or for less tangible returns such as self-development and the chance to improve society. The overwhelming consensus is that students fall into what we have termed the "career-minded" group.

As might be expected considering the substance behind these distinctions, there were a greater number of professors teaching in the humanities/social science fields who saw their students as "post-affluent" in outlook -- i.e., seeking the less tangible rewards of college. This makes sense in view of the more explicit career or professional orientations of the science and business disciplines. Also, professors who do not feel that students need a great deal of structure in their courses were more likely to feel students were in the "post-affluent" category. This provides an interesting commentary on the relationship between faculty members' perception of students needs and motives and the kind of teaching approach which will be deemed most effective. However, even among these groups the overwhelming majority described most students they know as "career-minded."

Psychology of Affluence[1/]

| | Total |
|---|---|
| | % |
| Faculty Members Who Would Describe Most Students They Come Into Contact With These Days as One of the Following: | |
| A. For them, college is mainly a practical matter. With a college education they can earn more money, have a more interesting career and enjoy a better position in the society. (Career-Minded) | 83 |
| B. They're not really concerned with the practical benefits of college. I suppose they take them for granted. College for them means something more intangible; perhaps the opportunity to change things rather than make out well within the existing system. (Post-Affluent) | 14 |
| No answer | 3 |

1/ Question 2b: (SHOW CARD) "If you had to say, which of these two statements best describes the outlook of most students with whom you come into contact?"

## Faculty Views of Students' Educational Motives[1/]

By Key Groups

| | Career-Minded | Post-Affluent | No Answer |
|---|---|---|---|
| | % | % | % |
| **Total** | **83** | **14** | **3** |
| **Academic Title** | | | |
| Instructors | 88 | 9 | 3 |
| Assistant/associate professors | 81 | 14 | 5 |
| Full professors | 81 | 18 | 1 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 77 | 19 | 4 |
| Science/math/engineering/ business/economics/vocational | 88 | 10 | 2 |
| **Type of Institution** | | | |
| 2 year college | 86 | 12 | 2 |
| 4 year college or university | 82 | 15 | 3 |
| **Size of Institution** | | | |
| Under 5,000 students | 81 | 14 | 5 |
| 5,000 - 19,999 students | 86 | 11 | 3 |
| 20,000 students or more | 79 | 19 | 2 |
| **Geographic Region** | | | |
| Northeast | 87 | 13 | - |
| North Central | 84 | 13 | 3 |
| South | 80 | 12 | 8 |
| West | 80 | 18 | 2 |

## Faculty Views of Students' Educational Motives[1/] (Continued)

By Key Groups

| | Career-Minded | Post-Affluent | No Answer |
|---|---|---|---|
| | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | |
| Agree fully | 90 | 9 | 1 |
| Agree only partially or disagree | 77 | 18 | 5 |
| **Key Groups** | | | |
| a. 35 years or younger | 79 | 17 | 4 |
| b. Women faculty | 87 | 11 | 2 |
| c. Have written at least one basic textbook | 81 | 15 | 4 |

1/ Question 2b: (SHOW CARD) "If you had to say, which of these two statements best describes the outlook of most students with whom you come into contact?"

# EVALUATING COURSE BOOKS

## Evaluating Course Books

In evaluating a book for course use, faculty members are necessarily guided by highly interwoven concerns about both the characteristics of the book itself and its intended role in the overall context of a course.

Role of Reading Material: Here we find that the large majority view course reading assignments as supplementing material covered during actual class time, providing students with essential additional information. The supplemental role of reading assignments, however, does not mean they are considered peripheral to a course. In fact, nine out of ten professors say they usually include such material in their tests or examinations, and there is widespread consensus about the general importance of readings to students' course achievement.

Criteria for Choosing Course Books: Professors also tell us that by far their standout concern in judging a book's course potential is its breadth and comprehensiveness.

These results suggest a climate conducive to a basic textbook approach, but they may also suggest one of its failings -- i.e., the challenge of providing a text with sufficient comprehensiveness that alternative reading sources are not deemed necessary or even preferable.

Decision Making: Faculty members enjoy near complete autonomy in selecting the reading materials for their courses, although there are some important considerations which sometimes influence their choices. In a few cases, for example, limitations are imposed or recommended by departmental authorities on the cost or number of books students must purchase for a course.

Trends: Among other influences on course book selection, we find the following comparisons with results of the 1972 baseline study:

... No change in the high level of autonomy of individual professors to select their own course materials.

... No change in the overall importance attached by faculty to the assigned reading material, in terms of urging students to read it and relating the readings to tests and grades.

... Student feedback plays less of a role among faculty members in this year's study -- down from 53% previously to 44% who now consider this a significant influence on their decisions.

... The vast majority continue to favor a limit on the amount a student must spend on books for a course.

... A greater number of this year's faculty have given their students the option of choosing their textbook for a course from a list of approved choices -- up from just 10% two years ago to 16% now. The overall support for such an option, however, has remained steady, with just one in three thinking it a good idea.

Finding #5: Course Book Criteria: By far the most important criterion in evaluating a book for course use is its breadth and comprehensiveness. Nearly two-thirds of our faculty respondents, regardless of academic rank or other key characteristics, mention this as their main concern. Quite a bit further down the line in frequency of mention is the influence of how well a book fits the professor's teaching style, and also its contemporariness or up-to-dateness.

Interestingly, the fit with teaching style is deemed more important among those who feel a strong need for structure in a course. It is also more often cited by younger faculty members and those in the north central region of the country.

It is perhaps not surprising that the concern for up-to-dateness is more prevalent among science and business faculty, who may be sensitive to providing the most current information on an ever developing technology. However, interest of professors in 2-year colleges in a book's contemporariness suggests something more in the line of a concern for relevance and topical appeal, perhaps as a factor in maintaining students' interest in course subject matter. We will see more on this point in later findings concerning the distinctiveness of the junior college market.

## Most Important Criteria in Evaluating a Course Book[1/]

| | Total |
|---|---|
| | % |
| Breadth and comprehensiveness | 62 |
| Whether it complements teaching style | 37 |
| Contemporariness, up-to-dateness | 36 |
| General layout and design | 15 |
| Reputation of the author | 13 |
| Usefulness as a reference source | 12 |
| Price | 11 |
| Student feedback | 11 |
| Reputation of the publisher | 4 |
| Cover: hard/soft | 1 |
| Sex/race/ethnicity of the author | 1 |
| Availability of used copies | 1 |

1/ Question 5a: "Listed here are various criteria by which professors evaluate course books. Will you please look at this list of factors and indicate the one or two which most influence your evaluation of a course book?"

## Importance of Major Book Criteria[1/]

By Key Groups

| | Breadth and Comprehen-siveness | Complements Teaching Style | Contempo-rariness/ Up-to-Dateness |
|---|---|---|---|
| | % | % | % |
| Total | 62 | 37 | 36 |
| **Academic Title** | | | |
| Instructors | 60 | 36 | 39 |
| Assistant/associate professors | 62 | 39 | 40 |
| Full professors | 65 | 35 | 27 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 58 | 39 | 29 |
| Science/math/engineering/ business/economics/vocational | 66 | 35 | 42 |
| **Type of Institution** | | | |
| 2 year college | 61 | 32 | 45 |
| 4 year college or university | 63 | 39 | 32 |
| **Size of Institution** | | | |
| Under 5,000 students | 61 | 36 | 38 |
| 5,000 - 19,999 students | 67 | 40 | 39 |
| 20,000 students or more | 55 | 34 | 29 |
| **Geographic Region** | | | |
| Northeast | 57 | 45 | 32 |
| North Central | 67 | 45 | 38 |
| South | 62 | 24 | 43 |
| West | 63 | 29 | 27 |

Importance of Major Book Criteria 1/
(Continued)

By Key Groups

| | Breadth and Comprehensiveness | Complements Teaching Style | Contemporariness/ Up-to-Dateness |
|---|---|---|---|
| | % | % | % |
| Feel Students Need Highly Structured Courses | | | |
| Agree fully | 63 | 41 | 37 |
| Agree only partially or disagree | 62 | 34 | 35 |
| Key Groups | | | |
| a. 35 years or younger | 52 | 45 | 35 |
| b. Women faculty | 63 | 26 | 47 |
| c. Have written at least one basic textbook | 68 | 32 | 34 |

1/ Question 5a: (SHOW CARD) "Listed here are various criteria by which professors evaluate course books. Will you please look at this list of factors and indicate the one or two which most influence your evaluation of a course book?"

Finding #6: Function of Assigned Course Readings: Clearly the prevailing purpose of reading assignments, in the eyes of most faculty members, is to complement what is covered during actual class lectures and discussion. Only a fourth of our professors use the readings as the basis of their courses, and less than one in ten intend the readings simply to summarize material covered during class time.

When reading material does take on more of a role as the main substance of a course, it is most characteristic of faculty teaching in junior colleges and those who feel students need a good deal of structure in their courses.

## Role of Assigned Course Readings[1/]

By Key Groups

| | Supplement Class Content | Basis of Course | Summarize Class Discussion | Prepare Students for Next Course | No Answer |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **Total** | 62 | 25 | 7 | 2 | 4 |
| **Academic Title** | | | | | |
| Instructors | 59 | 27 | 7 | 1 | 6 |
| Assistant/associate professors | 62 | 27 | 7 | 1 | 3 |
| Full professors | 66 | 21 | 8 | 1 | 4 |
| **Discipline Area** | | | | | |
| Humanities/social sciences/education | 65 | 20 | 8 | 2 | 5 |
| Science/math/engineering/business/economics/vocational | 59 | 29 | 7 | 1 | 4 |
| **Type of Institution** | | | | | |
| 2 year college | 55 | 29 | 12 | 2 | 2 |
| 4 year college or university | 64 | 24 | 6 | 1 | 5 |
| **Size of Institution** | | | | | |
| Under 5,000 students | 59 | 23 | 8 | 1 | 9 |
| 5,000 - 19,999 students | 61 | 29 | 8 | 1 | 1 |
| 20,000 students or more | 66 | 21 | 7 | 3 | 3 |
| **Geographic Region** | | | | | |
| Northeast | 67 | 21 | 11 | 1 | - |
| North Central | 57 | 25 | 7 | 1 | 10 |
| South | 65 | 22 | 5 | 2 | 6 |
| West | 57 | 34 | 8 | 1 | - |

## Role of Assigned Course Readings[1/] (Continued)

By Key Groups

| | Supplement Class Content | Basis of Course | Summarize Class Discussion | Prepare Students for Next Course | No Answer |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | | | |
| Agree fully | 66 | 30 | 9 | 2 | 3 |
| Agree only partially or disagree | 67 | 22 | 6 | - | 5 |
| **Key Groups** | | | | | |
| a. 35 years or younger | 62 | 25 | 6 | 1 | 6 |
| b. Women faculty | 67 | 21 | 6 | - | 6 |
| c. Have written at least one basic textbook | 68 | 22 | 3 | - | 7 |

1/ Question 6a: "In general, how would you describe the role of the readings you assign? (SHOW CARD) Which one of these objectives best describes what you expect from the readings?"

Finding #7: Importance of Assigned Readings: From the faculty point of view, reading materials form an integral part of a course. Fully nine out of ten professors -- regardless of rank, department, or types of institution -- indicate they usually include such material on their tests or examinations, and there is extensive agreement that students must read their assignments to do well in a course.

The importance attached to reading materials -- as evidenced by the degree of insistence that students fulfill their reading assignments -- is greater among those teaching in 2-year colleges and also among those who feel a strong need to structure their courses. (Higher figures for middle-sized schools and those in the western region reflect the concentration of junior colleges in these two categories.) Junior faculty (instructors) and those under age 35 tend to place the least stress on reading assignments.

Trend: On all our indicators of the importance attached to course reading material, comparisons to faculty attitudes of two years ago show absolutely no change.

Degree of Faculty Insistence That Students Read Required Material 1/

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very strongly | 59 | 60 |
| Fairly strongly | 27 | 24 |
| Not very strongly/not at all | 14 | 16 |

1/ Question 6b: "How strongly do you urge your students to read the required materials?"

## Degree of Insistence That Students Read Assignments[1/]

By Key Groups

| | Very Strongly | Fairly Strongly | Not Strongly/ Not At All |
|---|---|---|---|
| | % | % | % |
| **Total** | **59** | **27** | **14** |
| **Academic Title** | | | |
| Instructors | 65 | 23 | 12 |
| Assistant/associate professors | 51 | 31 | 18 |
| Full professors | 65 | 25 | 10 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 58 | 28 | 14 |
| Science/math/engineering/ business/economics/vocational | 59 | 27 | 14 |
| **Type of Institution** | | | |
| 2 year college | 64 | 29 | 7 |
| 4 year college or university | 56 | 26 | 18 |
| **Size of Institution** | | | |
| Under 5,000 students | 53 | 30 | 17 |
| 5,000 - 19,999 students | 65 | 27 | 8 |
| 20,000 students or more | 54 | 25 | 21 |
| **Geographic Region** | | | |
| Northeast | 57 | 29 | 14 |
| North Central | 48 | 34 | 18 |
| South | 66 | 22 | 12 |
| West | 64 | 22 | 14 |

## Degree of Insistence That Students Read Assignments[1/] (Continued)

By Key Groups

| | Very Strongly | Fairly Strongly | Not Strongly/ Not At All |
|---|---|---|---|
| | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | |
| Agree fully | 62 | 26 | 12 |
| Agree only partially or disagree | 55 | 28 | 17 |
| **Key Groups** | | | |
| a. 35 years or younger | 52 | 31 | 17 |
| b. Women faculty | 61 | 29 | 10 |
| c. Have written at least one basic textbook | 58 | 22 | 20 |

1/ Question 6b: "How strongly do you urge your students to read the required materials?"

## Importance of Assigned Readings to Good Grades[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very/somewhat important | 92 | 93 |
| Very/somewhat unimportant | 4 | 5 |
| Don't know | 4 | 2 |

1/ Question 6d: "How important would you say having students read the books you assign is in helping them to achieve good grades in their course work? That is, reading the books you assign and not relying exclusively on notes taken in class. Would you say reading them is very important, somewhat important, somewhat unimportant or very unimportant?"

## Importance of Assigned Readings to Good Grades[1/]

By Key Groups

| | Very Important | Somewhat Important | Very/ Somewhat Unimportant | Other |
|---|---|---|---|---|
| | % | % | % | % |
| Total | 57 | 35 | 4 | 4 |
| **Academic Title** | | | | |
| Instructors | 58 | 31 | 7 | 4 |
| Assistant/associate professors | 53 | 41 | 2 | 4 |
| Full professors | 62 | 31 | 4 | 3 |
| **Discipline Area** | | | | |
| Humanities/social sciences/ education | 54 | 38 | 3 | 5 |
| Science/math/engineering/ business/economics/vocational | 59 | 33 | 5 | 5 |
| **Type of Institution** | | | | |
| 2 year college | 63 | 31 | 4 | 2 |
| 4 year college or university | 54 | 37 | 4 | 5 |
| **Size of Institution** | | | | |
| Under 5,000 students | 50 | 35 | 5 | 10 |
| 5,000 - 19,999 students | 60 | 36 | 3 | 1 |
| 20,000 students or more | 58 | 35 | 5 | 2 |
| **Geographic Region** | | | | |
| Northeast | 60 | 34 | 5 | 1 |
| North Central | 45 | 39 | 9 | 7 |
| South | 57 | 39 | - | 4 |
| West | 68 | 29 | 2 | 1 |

## Importance of Assigned Readings to Good Grades[1/] (Continued)

By Key Groups

| | Very Important | Somewhat Important | Very/ Somewhat Unimportant | Other |
|---|---|---|---|---|
| | % | % | % | % |
| Feel Students Need Highly Structured Courses | | | | |
| Agree fully | 58 | 37 | 3 | 2 |
| Agree only partially or disagree | 56 | 34 | 6 | 4 |
| Key Groups | | | | |
| a. 35 years or younger | 50 | 41 | 7 | 2 |
| b. Women faculty | 49 | 44 | - | 7 |
| c. Have written at least one basic textbook | 58 | 39 | 2 | 1 |

1/ Question 6d: "How important would you say having students read the books you assign is in helping them to achieve good grades in their course work?"

## Testing of Assigned Reading Material[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Use reading materials in tests | 90 | 91 |
| Do not use in tests | 7 | 9 |
| Give no tests | 2 | - |
| No answer | 1 | - |

1/ Question 6c: "Do you usually include material from the assigned reading list in your tests or examinations?"

How Well Students Perform Relying Solely on Class Notes[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| As well | 9 | 6 |
| Not as well | 87 | 88 |
| Don't know | 4 | 6 |

1/ Question 6e: "In your own course, if the students never open any of the course books, or other reading materials, but rely only on notes taken in class, how well would they do in achieving the objectives of the course from your point of view? That is, do you think they would do as well, or not as well?"

Finding #8: Decision Making: In the vast majority of instances, faculty members are individually free to determine the materials used in their courses. The only significant deviations occur in 2-year colleges where only 68% say it is a personal decision compared to 84% in four year schools. In the 2-year colleges, 24% say the decision is made by the faculty committee.

Trend: This year's findings are consistent with the 1972 baseline study. In both studies, better than three out of four faculty members reported they were free to select their own course readings.

## Prime Responsibility for Choosing Course Readings 1/

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Instructor himself | 79 | 76 |
| Faculty book committee | 12 | 12 |
| Department chairman | 3 | 3 |
| Student book committee | - | - |
| Combination | 4 | - |
| No answer | 2 | 9 |

1/ Question 7a: "In your department, who has the primary responsibility for selecting required reading material for the courses being taught?"

## Prime Responsibility for Choosing Course Readings 1/

By Key Groups

| | Course Instructor | Department Chairman | Faculty Book Committee | Other |
|---|---|---|---|---|
| | % | % | % | % |
| Total | 79 | 3 | 12 | 6 |
| Discipline Area | | | | |
| Humanities/social sciences/ education | 85 | 2 | 7 | 6 |
| Science/math/engineering/ business/economics/ vocational | 75 | 4 | 15 | 6 |
| Type of Institution | | | | |
| 2 year college | 68 | 3 | 24 | 5 |
| 4 year college or university | 84 | 3 | 7 | 6 |
| Size of Institution | | | | |
| Under 5,000 students | 83 | 3 | 9 | 5 |
| 5,000 - 19,999 students | 76 | 2 | 16 | 6 |
| 20,000 students or more | 83 | 4 | 8 | 5 |
| Geographic Region | | | | |
| Northeast | 80 | 1 | 13 | 6 |
| North Central | 81 | 6 | 10 | 3 |
| South | 76 | - | 11 | 13 |
| West | 81 | 3 | 12 | 4 |

1/ Question 7a: "In your department, who has the primary responsibility for selecting required reading material for the courses being taught?"

Finding #9: Student Influence: Approximately two out of five (44%) of the faculty members indicate that they consider student book preferences to be significant factors in their selection of course reading materials. This is especially true of:

... Assistant/associate professors (50%)

... Faculty at small institutions (56%)

... Younger faculty (50%)

... Women (56%)

Trend: A downward turn has occurred in the number citing student preferences as significant factors in their decision making. In the 1972 baseline study, 53% of the faculty considered student preferences important as compared to just 44% at the present time.

Student Influence on Course Book Selection [1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| A significant factor | 44 | 53 |

1/ Question 7d: "In considering the various influences which may contribute to your selection of assigned course material, are student book preferences (obtained either from current or former students) a significant factor in your decision?"

Student Influence on Course Book Selection[1/]

By Key Groups

| | A Significant Factor |
|---|---|
| | % |
| **Total** | **44** |
| **Academic Title** | |
| Instructors | 40 |
| Assistant/associate professors | 50 |
| Full professors | 41 |
| **Discipline Area** | |
| Humanities/social sciences/ education | 49 |
| Science/math/engineering/business/ economics/vocational | 41 |
| **Type of Institution** | |
| 2 year college | 40 |
| 4 year college or university | 46 |
| **Size of Institution** | |
| Under 5,000 students | 56 |
| 5,000 - 19,999 students | 39 |
| 20,000 students or more | 42 |
| **Geographic Region** | |
| Northeast | 40 |
| North Central | 48 |
| South | 46 |
| West | 42 |

Student Influence on Course Book Selection[1/]
(Continued)

By Key Groups

| | A Significant Factor |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 48 |
| Agree only partially or disagree | 41 |
| **Key Groups** | |
| a. 35 years or younger | 50 |
| b. Women faculty | 56 |
| c. Have written at least one basic textbook | 46 |

1/ Question 7d: "In considering the various influences which may contribute to your selection of assigned course material, are student book preferences a significant factor in your decision?"

Finding #10: Limits on Student Book Expenditures: Four out of five (81%) faculty members feel there should be an upper limit on how much students are required to spend on books for a course. While there are some regional deviations, with 91% of faculty members in the west favoring such a limit, compared to only 70% of those in the northeast region, this viewpoint is held by the vast majority regardless of academic title, discipline or type or size of institution.

When it comes to specifying just how high such a limit might be, the preponderance of opinion calls for some amount less than $20 per course. A figure in the range of $10 to $15 attracts the greatest overall support.

Trend: Compared to the 1972 baseline study, the picture regarding price limitation seems to be growing more stringent. This, however, is largely an artifact of the more representative sample of junior college faculty, who also are the most sensitive to the price question.

Should There Be a Limit on Student Book Expenditures 1/

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Yes | 81 | 77 |
| No | 19 | 23 |

1/ Question 8a: "In considering what books or how many books to assign for a particular course, do you feel that there ought to be an upper limit on how much money students should have to spend on required books per course?"

## Suggested Dollar Limit on Student Book Expenditures[1/]

Trend Data

(Base: Favor limit on students' book expenditures)

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Less than $10 | 12 | 6 |
| $10 - 20 | 69 | 64 |
| More than $20 | 19 | 30 |

1/ Question 8b: "What would you say this limit (on student book expenditures) should be?"

## Suggested Dollar Limit on Student Book Expenditures[1/]

By Key Groups

(Base: Favor limit on students' book expenditures)

| | Under $10 | $10-15 | $16-20 | Over $20 |
|---|---|---|---|---|
| | % | % | % | % |
| Total | 12 | 42 | 27 | 19 |
| **Academic Title** | | | | |
| Instructors | 16 | 48 | 22 | 14 |
| Assistant/associate professors | 13 | 39 | 31 | 17 |
| Full professors | 9 | 42 | 26 | 23 |
| **Discipline Area** | | | | |
| Humanities/social sciences/ education | 20 | 46 | 18 | 16 |
| Science/math/engineering/ business/economics/vocational | 6 | 39 | 35 | 20 |
| **Type of Institution** | | | | |
| 2 year college | 15 | 53 | 15 | 7 |
| 4 year college or university | 11 | 33 | 33 | 23 |
| **Size of Institution** | | | | |
| Under 5,000 students | 23 | 38 | 18 | 21 |
| 5,000 - 19,999 students | 8 | 46 | 33 | 13 |
| 20,000 students or more | 10 | 41 | 27 | 22 |
| **Geographic Region** | | | | |
| Northeast | 4 | 51 | 31 | 14 |
| North Central | 17 | 39 | 25 | 19 |
| South | 15 | 34 | 34 | 17 |
| West | 13 | 47 | 21 | 19 |

Suggested Dollar Limit on Student Book Expenditures[1/]
(Continued)

By Key Groups

(Base: Favor limit on students' book expenditures)

| | Under $10 | $10-15 | $16-20 | Over $20 |
|---|---|---|---|---|
| | % | % | % | % |
| Feel Students Need Highly Structured Courses | | | | |
| Agree fully | 11 | 36 | 35 | 18 |
| Agree only partially or disagree | 15 | 47 | 21 | 17 |
| Key Groups | | | | |
| a. 35 years or younger | 12 | 42 | 30 | 16 |
| b. Women faculty | 14 | 59 | 15 | 12 |
| c. Have written at least one basic textbook | 10 | 45 | 20 | 25 |

1/ Question 8b: "What would you say this limit (on student book expenditures) should be?"

Finding #11: Textbook Option Plan: Some faculty members allow their students to pick from an approved list the textbook they wish to use for a course. This plan has been tried by only a small portion of those faculty members interviewed (16%), but enjoys considerable support beyond these few cases. Approximately one-third of the faculty indicated they felt such an option plan to be a good idea. A clear majority (64%) however, continue to be opposed to this plan. The most support for the option plan is found in the humanities and social science disciplines.

Trend: Compared to the 1972 study, there has been a definite increase in the proportion of faculty who have offered their students a choice of textbooks -- from only 10% then to 16% this year. However, the level of support for such a plan has remained steady at about one in three.

## Use of Textbook Option Plan[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Have offered textbook option | 16 | 10 |

1/ Question 7b: "As you probably know, professors in some courses allow each student to select which basic textbook(s) he/she would prefer to use from a list of several approved books. Have you ever done this?"

## Support for the Basic Textbook Option Plan[1/]

By Key Groups

| | Have Offered Plan |
|---|---|
| | % |
| Total | 16 |
| **Academic Title** | |
| Instructors | 17 |
| Assistant/associate professors | 13 |
| Full professors | 20 |
| **Discipline Area** | |
| Humanities, social sciences/education | 24 |
| Science math/engineering/business/ economics/vocational | 10 |
| **Type of Institution** | |
| 2 year college | 13 |
| 4 year college or university | 17 |
| **Size of Institution** | |
| Under 5,000 students | 17 |
| 5,000 - 19,999 students | 15 |
| 20,000 students or more | 16 |
| **Geographic Region** | |
| Northeast | 14 |
| North Central | 15 |
| South | 20 |
| West | 14 |

## Support for the Basic Textbook Option Plan[1/] (Continued)

By Key Groups

| | Have Offered Plan |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 17 |
| Agree only partially or disagree | 15 |
| **Key Groups** | |
| a. 35 years or younger | 17 |
| b. Women faculty | 20 |
| c. Have written at least one basic textbook | 24 |

1/ Question 7b: "As you probably know, professors in some courses allow each student to select which basic textbook(s) he/she would prefer to use from a list of several approved books. Have you ever done this?"

## Opinion of Textbook Option Plan[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very good/good idea | 32 | 31 |
| Not a good/poor idea | 64 | 68 |
| No opinion | 4 | 1 |

1/ Question 7c: "How do you personally feel about this system? Would you say it is a very good idea, a good idea, not a good idea, a poor idea?"

## Faculty Opinions of the Basic Textbook Option Plan 1/

By Key Groups

| | Very Good Idea | Good Idea | Not a Good Idea | Poor Idea | No Answer |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **Total** | **9** | **23** | **34** | **30** | **4** |
| **Academic Title** | | | | | |
| Instructors | 7 | 26 | 30 | 36 | 1 |
| Assistant associate professors | 9 | 24 | 36 | 26 | 5 |
| Full professors | 12 | 19 | 37 | 30 | 2 |
| **Discipline Area** | | | | | |
| Humanities social sciences/ education | 14 | 28 | 29 | 27 | 2 |
| Science/math/engineering/ business/economics/vocational | 5 | 19 | 39 | 33 | 4 |
| **Type of Institution** | | | | | |
| 2 year college | 7 | 24 | 35 | 31 | 3 |
| 4 year college or university | 10 | 23 | 34 | 30 | 3 |
| **Size of Institution** | | | | | |
| Under 5,000 students | 16 | 27 | 35 | 18 | 4 |
| 5,000 - 19,999 students | 4 | 21 | 38 | 34 | 3 |
| 20,000 students or more | 10 | 22 | 29 | 35 | 4 |
| **Geographic Region** | | | | | |
| Northeast | 4 | 25 | 37 | 32 | 2 |
| North Central | 10 | 17 | 40 | 31 | 2 |
| South | 13 | 25 | 28 | 29 | 5 |
| West | 10 | 27 | 32 | 27 | 4 |

## Faculty Opinions of the Basic Textbook Option Plan 1/ (Continued)

By Key Groups

| | Very Good Idea | Good Idea | Not a Good Idea | Poor Idea | No Answer |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | | | |
| Agree fully | 5 | 24 | 35 | 34 | 2 |
| Agree only partially or disagree | 13 | 23 | 34 | 27 | 3 |
| **Key Groups** | | | | | |
| a. 35 years or younger | 8 | 25 | 32 | 32 | 3 |
| b. Women faculty | 13 | 31 | 33 | 17 | 6 |
| c. Have written at least one basic textbook | 17 | 19 | 32 | 27 | 5 |

1/ Question 7c: "How do you personally feel about this (textbook option) system?"

## Promotion and Distribution

College faculty members are highly dependent upon the publishing industry's own advertising and promotional efforts in keeping apprised of available course reading materials, and the practice of sample copies is their favorite approach by far. Of course, such other sources of information as reviews in professional journals also play a substantial role, but not one which really rivals the attention given to direct promotional efforts.

Sample Copies: In view of the industry's concern over the high costs of sample copy distribution, a search for viable means of streamlining the practice was a central part of our inquiry. The first major discovery -- and an encouraging one -- is that there seems to be more flexibility and openness to approaches other than just sample copies now than was found in the baseline study two years ago. The feeling remains, however, that sample copies serve a unique function -- a point which came through especially as faculty members described what they felt would be the best alternatives The need is for information which carries a flavor of the substance of a book, and we find a strong desire for new kinds of materials which are more descriptive and may contain synopses, outlines, or other such background on a book. Journal advertisements, for example, were considered a good alternative less than half as often as descriptive brochures or actual sales calls.

Another interesting finding is that faculty members are most interested in sample copies when they actually request them, rather than when offered or sent out unsolicited.

The College-Sponsored Bookstore: From our evidence, college-sponsored bookstores seem to vary widely in the job they are doing -- at least in the minds of faculty members. While close to half of those interviewed take a positive view of the college-sponsored bookstore, there remains considerable discontent, and the picture has, if anything, deteriorated somewhat since the time of the baseline study in 1972. When they occur, the main gripes center around ccurse books, both in terms of ordering insufficient quantities and delays in receiving orders. Conversely, these same points work strongly in favor of the bookstores felt to be doing a good job.

When available, the college-sponsored bookstore is clearly the main source for ordering course books. However, for their personal book needs, faculty members by and large prefer to deal directly with publishers.

Finding #12: Information Sources: Faculty members consider publishers' advertising and promotion efforts by far the most helpful source of information available to them about course books. More than seven out of ten (73%) cited publishers' efforts while professional journals, the next most popular source, was mentioned by only 40%. Less formal sources -- word of mouth, informationfrom colleagues and personal search for material -- are each named by about one in four.

Faculty members depending especially heavily on publishers' promotion efforts are:

... Full professors
... Junior college faculty
... Faculty from medium sized schools (between 5,000 and 20,000 students)

Trend: While differences in the question make exact comparison impossible, it should be noted that the rank order of the most helpful sources of information has not changed since the 1972 study.

Most Helpful Sources of Information About New Course Books 1/

| | Total |
|---|---|
| | % |
| Publishers advertising/promotion | 73 |
| Reviews in professional journals | 40 |
| Word of mouth--colleagues | 28 |
| Own initiative | 24 |
| Departmental/institutional sources | 7 |
| Libraries | 5 |
| Bookstore displays | 2 |
| Word of mouth--students | 1 |
| Other | 4 |

1/ Question 9a: "How do you usually find out about the availability of new books suitable for adoption in the courses you teach? (SHOW CARD) Listed on this card are several possible sources where this information might be obtained. Which one or two sources do you find most helpful?"

Finding #13: Promotional Approaches Found Most Helpful:

Sample copies are by far the most popular promotional method. Nine out of ten faculty members (88%) mentioned sample copies as one of the most helpful ways of learning about new books.

Although both requested and unrequested samples are popular, more faculty members respond favorably to sample copies which they have requested than to those which are unsolicited.

Direct calls by salesmen, the next most popular approach, was named by a third of the respondents while other methods such as circulars, journals, advertisements and convention displays were cited by fewer than one in five.

Promotional Approaches Found Most Helpful 1/

| | Total |
|---|---|
| | % |
| Sample copies | 88 |
| Requested only | 41 |
| Unrequested only | 28 |
| Both requested and unrequested | 19 |
| Direct sales calls/college travelers | 32 |
| Circulars | 19 |
| Journal advertisements | 15 |
| Academic convention displays | 13 |

1/ Question 9b: (SHOW CARD) "This card lists several methods that publishers use to convey information about books. Which one or two of these methods do you find most helpful?"

Finding #14: Alternatives to Sample Texts: Despite the leading role played by sample texts, faculty members appear more willing now than previously to accept modified methods of promoting new texts. Only 15% felt there was no adequate substitute to senidng out sample copies -- a position taken by nearly twice as many (28%) just two years ago.

The promotional methods found most helpful are those which are the most descriptive of the material, while requiring the least amount of time to digest. Thus, direct sales calls and brochures and catalogues are preferred by twice as many faculty as either journal advertisements, outlines or synopses.

Alternatives to Sample Copies[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Mentioned an alternative | 85 | 72 |
| Did not see any adequate substitute | 15 | 28 |

1/ Question 9c: "If the practice of sending sample/review copies were to be discontinued, what alternative methods would you suggest as the best possible substitutes?"

## Alternatives to Sample Copies [1]

| | Total |
|---|---|
| | % |
| Salesmen/direct sales calls/college travelers | 26 |
| Brochures/catalogs/circulars | 25 |
| Outlines/synopsis of materials | 11 |
| Journal advertisements | 12 |
| Displays at academic conventions | 12 |
| Loan copies for review | 11 |
| Professional reviews/journal reviews | 6 |
| Other [2] | 15 |
| None/no adequate substitutes | 15 |

1/ Question: "If the practices of sending sample/review copies were to be discontinued, what alternative methods would you suggest as the best possible substitute?"

2/ Responses mentioned by less than 3% of the sample.

Finding #15: The Job Done By the College Bookstore: Satisfaction with the job done by college-sponsored bookstores has decreased somewhat over the past two years. One out of two from schools with college bookstores now feel the stores do less than a good job. Criticism is highest among younger faculty; those in the humanities, social sciences and education; and in 4-year schools.

The critical factor in a professor's rating of the store is how well it handles his needs for course books. Of particular concern is that the books are ordered quickly and received on time and that there are sufficient copies to meet his enrollment needs.

While other factors such as helpfulness and cooperation are noticed and appreciated along with supplementary services and supplies, these seem to be secondary to the efficient handling of textbook needs which is cited most often both in lauding stores doing a good job and in criticizing those which are not.

## General Rating of College Bookstore 1/

Trend Data

(Base: Faculty at schools with college bookstores - 94%)

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very good/good | 51 | 54 |
| Fair | 30 | 25 |
| Poor/very poor | 17 | 12 |
| Not sure | 2 | 9 |

1/ Question 10b: "In general, would you say that the college-sponsored bookstore is doing a very good job, a good job, a fair job, a poor job, or a very poor job?"

## Rating of College Bookstores 1/

By Key Groups

(Base: Faculty at schools with college bookstores - 94%)

| | Very Good/ Good | Fair | Poor/ Very Poor | Not Sure |
|---|---|---|---|---|
| | % | % | % | % |
| Total | 51 | 30 | 17 | 2 |
| **Academic Title** | | | | |
| Instructors | 53 | 28 | 16 | 3 |
| Assistant/associate professors | 46 | 31 | 21 | 2 |
| Full professors | 58 | 30 | 9 | 3 |
| **Discipline Area** | | | | |
| Humanities/social sciences/ education | 45 | 32 | 21 | 2 |
| Science/math/engineering/ business/economics/vocational | 56 | 29 | 13 | 2 |
| **Type of Institution** | | | | |
| 2 year college | 64 | 21 | 15 | - |
| 4 year college or university | 46 | 34 | 17 | 3 |
| **Size of Institution** | | | | |
| Under 5,000 students | 55 | 33 | 11 | 1 |
| 5,000 - 19,999 students | 52 | 27 | 19 | 2 |
| 20,000 students or more | 47 | 29 | 20 | 4 |
| **Geographic Region** | | | | |
| Northeast | 45 | 38 | 16 | 1 |
| North Central | 51 | 31 | 14 | 4 |
| South | 52 | 30 | 15 | 3 |
| West | 57 | 19 | 23 | 1 |

## Rating of College Bookstores 1/ (Continued)

By Key Groups

| | Very Good/ Good | Fair | Poor/ Very Poor | Not Sure |
|---|---|---|---|---|
| | % | % | % | % |
| Feel Students Need Highly Structured Courses | | | | |
| Agree fully | 54 | 25 | 19 | 2 |
| Agree only partially or disagree | 48 | 34 | 16 | 2 |
| Key Groups | | | | |
| a. 35 years or younger | 36 | 44 | 18 | 2 |
| b. Women faculty | 54 | 27 | 19 | - |
| c. Have written at least one basic textbook | 51 | 30 | 17 | 2 |

1/ Question 10b: "In general would you say that the college-sponsored bookstore is doing a very good job, a good job, a fair job, a poor job or a very poor job?"

## Ways the College-Sponsored Bookstore Doing Good/Very Good Job 1/

(Volunteered remarks)

(Base: Feel bookstore does good job - 47%)

| | Total |
|---|---|
| | % |
| Efficient operation; books arrive on time; ample supplies, good selection, good inventory; capable management | 79 |
| Cooperative; helpful to students and faculty | 47 |
| No problems; always get what I ordered; always get materials desired | 27 |
| Supplementary materials available such as office supplies, student tools, personal items | 14 |
| Prices; cheaper than regular bookstores | 10 |
| Supplemental paperback selection | 8 |

1/ Question 10c: "In what ways do you think they (college-sponsored bookstore) are doing a good/poor job?"

Ways College-Sponsored Bookstore Not Doing Good Job[1/]

(Volunteered remarks)

(Base: Feel bookstore does fair or poor job - 45%)

| | Total |
|---|---|
| | % |
| Frequently short of stock; underordering of books | 37 |
| Orders take too long to be filled; books and materials late in arriving | 29 |
| Poor selection of paperbacks or supplementary reading materials | 28 |
| Poorly managed; talent for messing things up; uncooperative | 23 |
| Limited selection of academic reading materials | 15 |
| Poor facilities; limitation of space; poor displays | 14 |
| Prices too high | 12 |

1/ Question 10c: "In what ways do you think they (college bookstores) do a good/poor job?"

Finding #16: Where Course Reading Materials and Professional Books for Personal Use are Ordered: Three out of four faculty members order course books from the campus bookstore. With slight variation this is true in all regions of the country, regardless of the size or type of school or the faculty member's discipline area.

However when purchasing professional books for personal use the majority order directly from the publisher, rather than from either the college bookstore or from private bookstores. This pattern is consistent with findings of the 1972 study, also.

## Where Usually Order Professional Books For Personal Use [1]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Publisher directly | 61 | 67 |
| College-sponsored bookstore | 12 | 15 |
| Other bookstores | 12 | 9 |
| Library | 5 | 9 |
| Other/no answer | 10 | - |

1/ Question 10d: "When you need professional books for your own personal use, where are you most likely to get them? Would it be from the college-sponsored bookstore, other local bookstores, directly from publishers, or what from?"

## Where Books for Courses Are Usually Ordered [1]

| | % |
|---|---|
| Publisher directly | 8 |
| College-sponsored bookstore | 73 |
| Other bookstores | 7 |
| Library | - |
| Other/no answer | 12 |

1/ Question 10e: "With whom do you usually place your order for class reading materials?"

## BASIC TEXTBOOKS

### Basic Textbooks

Despite a history of some decline, the basic textbook remains the core component of students' reading material in most college courses. This central role of the basic text is further heightened by it being almost uniformly treated as a "required" rather than simply a "recommended" assignment.

Signs of Dissatisfaction: However, the role of a basic textbook as the staple reading source in a college course is no longer an exclusive one, for there is widespread use of additional or multiple reading sources. In fact, only a minority of the faculty members we interviewed were using a basic text in their largest undergraduate course without also assigning other books to complement it; and a number of these courses are being taught with no basic textbook at all. One of every ten faculty members stated explicitly that their reason for not using a basic text in the largest undergraduate course was simply that there are no good ones available. Even among those currently using a basic text, only a minority expressed real satisfaction with the book they had assigned.

Role of Paperbacks: Despite the relatively small portion of basic textbooks presently published in paperback form, the potential demand for such seems quite significant. A large majority of faculty members endorsed the idea that students should be able to purchase a greater number of their basic textbooks in paperback edition, downplaying the need for hard cover durability.

Used Books: The positive attitudes of faculty members toward paperback editions of basic texts are not matched by their views toward used books. Rather than stimulating the market for used textbooks, most faculty report having made no recommendations to their students on buying new or used copies.

In the tables that follow, faculty members were describing the largest undergraduate course they taught. The characteristics of these classes were as follows:

| | % |
|---|---|
| Level | |
| Introductory | 78 |
| Advanced | 19 |
| Not specified | 3 |
| Course Structure | |
| Primarily lecture | 56 |
| Not primarily lecture | 39 |
| Not specified | 5 |
| Size | |
| Under 50 students | 54 |
| 50 - 100 students | 23 |
| Over 100 students | 23 |

Finding #17: The Role of Basic Textbooks: More than 8 out of 10 faculty members use a basic textbook as part of the reading in their largest undergraduate courses. While over half of the courses employing textbooks also have supplementary reading, the textbook is required reading in nearly all cases.

Basic texts appear to occupy a less dominant position among the faculty of large institutions and somewhat less in the humanities than in the hard sciences. In addition, slightly fewer younger teachers and women assign them. As would be expected, texts are assigned more frequently in large introductory courses rather than small, more advanced classes.

Trend: A composite comparison with findings of the 1972 study indicate no change in the extent of basic textbook usage.

Basic Textbook Use in Largest Undergraduate Course[1/]

| | Total |
|---|---|
| | % |
| Total Using a Basic Textbook | 81 |
| Required reading | 76 |
| Recommended reading | 5 |
| Used alone | 38 |
| Used along with other books | 43 |

1/ Questions 13a, b: "Are you using a basic textbook in this (largest undergraduate) course?"

"And are you using any books other than a basic textbook in the course?"

Question 14c: "Is this text required or only recommended reading for the course?"

## Basic Textbook Use [1]

By Key Groups

| | Use Basic Text |
|---|---|
| | % |
| **Total** | **81** |
| **Academic Title** | |
| Instructors | 81 |
| Assistant/associate professors | 79 |
| Full professors | 84 |
| **Discipline Area** | |
| Humanities/social sciences/ education | 74 |
| Science/math/engineering/ business/economics/vocational | 87 |
| **Type of Institution** | |
| 2 year college | 90 |
| 4 year college or university | 78 |
| **Size of Institution** | |
| Under 5,000 students | 83 |
| 5,000 - 19,999 students | 88 |
| 20,000 students or more | 67 |
| **Geographic Region** | |
| Northeast | 82 |
| North Central | 75 |
| South | 89 |
| West | 78 |

## Basic Textbook Use [1] (Continued)

By Key Groups

| | Use Basic Text |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 84 |
| Agree only partially or disagree | 78 |
| **Key Groups** | |
| a. 35 years or younger | 76 |
| b. Women faculty | 74 |
| c. Have written at least one basic textbook | 80 |
| **Course Structure** | |
| Lecture | 86 |
| Not lecture | 77 |
| **Class Size** | |
| 50 or fewer | 78 |
| 50 - 100 | 93 |
| Over 100 | 85 |
| **Course Level** | |
| Introductory | 85 |
| Advanced | 73 |

1/ Question 13a: "Are you using a basic textbook in this (largest undergraduate) course?"

Finding #18: Attitudes About Basic Textbook Now Being Used: In the majority of cases faculty members have chosen their textbooks by default rather than on the basis of outstanding merit. Only about one in three of those using a basic text is really satisfied with it. The remainder simply feel it is "the best one available." This may be a reflection of traditional faculty thinking, rather than an outright criticism, but it still is a factor which needs careful monitoring.

The primary reason given for not using a basic textbook is that no good ones are available, mentioned by one in ten faculty members.

Reasons for Choosing This Particular Textbook 1/

| | Total |
|---|---|
| | % |
| Total Using Basic Textbook | 81 |
| Really satisfied with it | 27 |
| Best one available | 49 |
| Other/no answer | 5 |

1/ Question 14b: "Are you using this particular textbook for the course because you're really satisfied with it, or simply because it is the best one available?"

Reasons Not Using Basic Textbook 1/

| | Total |
|---|---|
| | % |
| Total Who Do Not Use Basic Textbook | 19 |
| No good ones available | 10 |
| Course can't be taught with basic textbook | 6 |
| Other/no answer | 3 |

1/ Question 15: "What are the main reasons you are not using a basic textbook in this course? Is it because there are no good ones available, or because you feel the course cannot be taught with a textbook approach, or for some other reason?"

Finding #19: Preference for Paperback Versus Hard Cover Textbooks: Support for paperback textbooks is strong despite the relatively small number presently available. Of those assigning basic texts, almost two out of three felt that paperback editions would be more than adequate to meet the needs of their students. This was less true of the hard sciences than for the humanities and social sciences, however, indicating that the science professors were twice as likely to see the basic textbooks as having reference value to the student beyond the life of the course in which it is being used.

## General Preference for Paperback versus Hard Cover Basic Textbooks [1]

(Base: Assigned a basic textbook - 84%)

| | Paperback | Hard Cover | Not Sure |
|---|---|---|---|
| | % | % | % |
| **Total** | 61 | 31 | 8 |
| **Academic Title** | | | |
| Instructors | 59 | 35 | 6 |
| Assistant/associate professors | 64 | 27 | 9 |
| Full professors | 59 | 31 | 10 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 73 | 19 | 8 |
| Science/math/engineering/business/ economics/vocational | 53 | 38 | 9 |
| **Type of Institution** | | | |
| 2 year college | 56 | 32 | 12 |
| 4 year college or university | 63 | 30 | 7 |
| **Size of Institution** | | | |
| Under 5,000 students | 53 | 34 | 13 |
| 5,000 - 19,999 students | 63 | 30 | 7 |
| 20,000 students or more | 67 | 26 | 7 |
| **Geographic Region** | | | |
| Northeast | 63 | 33 | 4 |
| North Central | 65 | 28 | 7 |
| South | 56 | 32 | 12 |
| West | 60 | 31 | 9 |

## General Preference for Paperback versus Hard Cover Basic Textbooks [1] (Continued)

(Base: Assigned a basic textbook - 84%)

| | Paperback | Hard Cover | Not Sure |
|---|---|---|---|
| | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | |
| Agree fully | 57 | 36 | 7 |
| Agree only partially or disagree | 65 | 25 | 10 |
| **Key Groups** | | | |
| a. 35 years or younger | 62 | 34 | 4 |
| b. Women faculty | 63 | 31 | 6 |
| c. Have written at least one basic textbook | 57 | 26 | 17 |

1/ Question 14f: "In general, would you like to see the basic texts you use available in paperback, or do you feel that they are useful enough as a permanent reference source that students should get them in hard cover?"

Finding #20: Availability of Basic Textbook in Paperback: According to faculty reports, the basic textbook they have assigned is available in paperback edition in only one case out of four.

Recommendations to Buy Basic Textbook in Paperback[1/]

(Base: Assigned a basic textbook - 81%)

| | Total |
|---|---|
| | % |
| Paperback available | 26 |
| Paperback not available | 68 |
| Not sure if available | 6 |

1/ Question 14d: "Is this particular text available in paperback?"

Finding #21: Used Books: Many more faculty members (54%) believe that the texts they assign are available in used copies than in paperback. On the other hand, only a few (13%) urge students to buy used copies. For the most part, they leave it up to the students.

Those groups which are most likely to urge students to buy used books when available are instructors, women and junior college faculty.

## Recommendations to Buy Basic Textbook in Used Copy[1/]

(Base: Assigned a basic textbook - 81%)

| | Total |
|---|---|
| | % |
| Used copies available | 54 |
| Used copy recommended | 13 |
| New copy recommended | - |
| No recommendation | 41 |
| Used copies not available | 35 |
| Not sure if available | 11 |

1/ Question 14h: "Have you encouraged your students to get a used copy or a new copy (of the basic textbook) or haven't you made any recommendations?"

## Recommend Students Buy New versus Used Copy of Basic Textbook[1/]

(Base: Assigned a basic textbook available in used copies - 45%)

| | Used Copy | New Copy | No Recommendation |
|---|---|---|---|
| | % | % | % |
| Total | 24 | - | 76 |
| Academic Title | | | |
| Instructors | 41 | - | 59 |
| Assistant/associate professors | 11 | - | 89 |
| Full professors | 22 | - | 78 |
| Discipline Area | | | |
| Humanities/social sciences/ education | 26 | - | 74 |
| Science/math/engineering/ business/economics/ vocational | 22 | - | 78 |
| Type of Institution | | | |
| 2 year college | 41 | - | 59 |
| 4 year college or university | 16 | - | 84 |
| Size of Institution | | | |
| Under 5,000 students | 15 | - | 85 |
| 5,000 - 19,999 students | 29 | - | 71 |
| 20,000 students or more | 19 | - | 81 |
| Geographic Region | | | |
| Northeast | 31 | - | 69 |
| North Central | 21 | - | 79 |
| South | 12 | - | 88 |
| West | 35 | - | 65 |
| Feel Students Need Highly Structured Courses | | | |
| Agree fully | 35 | - | 65 |
| Agree only partially or disagree | 16 | - | 84 |

Recommend Students buy New versus Used Copy of Basic Textbook[1/] (Continued)

(Base: Assigned a basic textbook available in used copies - 45%)

| | Used Copy | New Copy | No Recommendation |
|---|---|---|---|
| | % | % | % |
| Key Groups | | | |
| a. 35 years or younger | 27 | - | 73 |
| b. Women faculty | 45 | - | 55 |
| c. Have written at least one basic textbook | 23 | - | 77 |
| Course Structure | | | |
| Lecture | 20 | - | 80 |
| Not lecture | 29 | - | 71 |
| Class Size | | | |
| 50 or fewer | 24 | - | 76 |
| 50 - 100 | 35 | - | 65 |
| Over 100 | 18 | - | 82 |
| Course Level | | | |
| Introductory | 26 | - | 74 |
| Advanced | 16 | - | 84 |
| Student Interest | | | |
| Serious | 25 | - | 75 |
| Not serious | 24 | - | 76 |
| Books Used | | | |
| Basic text only | 25 | - | 75 |
| Basic text plus other books | 24 | - | 76 |
| Other books only | - | - | - |

1/ Question 14h: "Have you encouraged your students to get a used copy or a new copy, or haven't you made any recommendations?"



## "Other" Books

The use of books other than a basic text is quite widespread in the undergraduate college curriculum -- although less frequently in large introductory courses, lecture courses, and in 2-year colleges generally. The impact of assigning these "other" reading sources is accentuated by the frequency with which they are treated not as just additional or supplemental readings, but as "required" assignments. This is especially true among younger faculty, which may portend future growth. All responses in this section relate to the largest undergraduate course taught by the faculty member. This technique encouraged faculty members to be more concrete and specific in their responses.

Paperbacks: In contrast to basic textbooks, most of these "other" assigned books are available in paperback form -- which could account for a part of their popularity. Faculty members seem to take an active position in their preference for paperbacks for student use.

Used Books: On the other hand, the issue of whether students should buy new or used copies of these "other" books really seems to receive only minor attention from faculty members, as was also the case with basic textbooks.

Finding #22: Use and Requirement of "other" Books: Over half of the professors assign books other than basic textbooks in their largest undergraduate courses. In three out of four instances where "other" books are used, they are assigned along with rather than instead of basic textbooks.

The use of other books is much more common in 4-year colleges and universities (six out of ten courses) than in 2-year schools (four out of ten courses). The proportion of professors assigning other reading is also directly related to the size of the school, with larger institutions more favorably disposed to this type of assignment.

When a professor uses additional books, he also makes them required reading twice as often as not. This "required" rate, however, is comparatively less than for basic texts.

"Other" Books Used in Largest Undergraduate Courses[1/]

| | Total % |
|---|---|
| Total Using Books Other Than Basic Text | 56 |
| Required reading | 32 |
| Recommended reading | 17 |
| Depends/no answer | 7 |
| Used along with basic text | 43 |
| Used alone | 13 |

1/ Question 13b: "Are you using any books other than a basic textbook in the course?"

Question 16a: "Are the other book(s) primarily required or primarily recommended reading for this course?"

## Requirement of "Other" Books [1]

By Key Groups

(Base: Assigned books other than a basic textbook - 56%)

| | Required % |
|---|---|
| Total | 57 |
| **Academic Title** | |
| Instructors | 54 |
| Assistant/associate professors | 61 |
| Full professors | 50 |
| **Discipline Area** | |
| Humanities/social sciences/ education | 58 |
| Science/math/engineering/ business/economics/vocational | 55 |
| **Type of Institution** | |
| 2 year college | 42 |
| 4 year college or university | 62 |
| **Size of Institution** | |
| Under 5,000 students | 50 |
| 5,000 - 19,999 students | 58 |
| 20,000 students or more | 63 |
| **Geographic Region** | |
| Northeast | 57 |
| North Central | 60 |
| South | 57 |
| West | 54 |

## Requirement of "Other" Books [1] (Continued)

By Key Groups

(Base: Assigned books other than a basic textbook - 56%)

| | Required % |
|---|---|
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 52 |
| Agree only partially or disagree | 61 |
| **Key Groups** | |
| a. 35 years or younger | 67 |
| b. Women faculty | 53 |
| c. Have written at least one basic textbook | 62 |

1/ Question 16a: "Now I'd like to talk for a minute about the other book(s) you are using in this course besides a basic textbook. Are the other book(s) primarily required or primarily recommended reading for this course?"

Finding #23: Use of "Other" Books by Organization and Level of Course: Although used among all types of courses, "other" books are most prevalent in advanced and nonlecture courses, where a basic textbook is less often appropriate.

Slightly more than one in ten faculty members (13%) use "other" books and not a basic text -- a trend which is also most pronounced in advanced and nonlecture courses.

Book Usage According to Organization and Level of Course[1/]

| | Total | Course Level | | Organization of Course | |
|---|---|---|---|---|---|
| | | Introductory | Advanced | Lecture | Nonlecture |
| | % | % | % | % | % |
| Basic textbook used alone | 38 | 42 | 28 | 45 | 26 |
| "Other" books used with basic textbook | 43 | 43 | 45 | 42 | 45 |
| "Other" books used without basic textbook | 13 | 12 | 19 | 10 | 18 |
| Use neither basic textbook nor "other" books | 6 | 3 | 8 | 3 | 11 |

1/ Question 13a: "Are you using a basic textbook in this (largest undergraduate) course?"

Question 13b: "And are you using any books other than a basic text in the course?"

Finding #24: Recommendations of Paperback "Other" Books When Available: In fully 85% of the cases where books other than basic texts are assigned to students (either as suggested or required reading) faculty believe the books are available in paperback form. This is in striking contrast to the 26% of basic texts which faculty believe are available in paperback.

When they are available, professors most often recommend to their students to actually buy the paperback book. Those most likely to urge such purchases rather than leaving it up to the students to decide include:

... The humanities faculty

... Younger staff members

... Teaching staff in the northeast

Recommendations to Buy "Other" Books in Paperback[1/]

(Base: Assigned books other than basic textbook - 56%)

| | Total |
|---|---|
| | % |
| Believe all/some available in paperback | 85 |
| Paperback recommended | 55 |
| Hard cover recommended | - |
| No recommendation | 30 |
| None available in paperback | 14 |
| Not sure if available | 2 |

1/ Question 16c: "Have you encouraged your students to purchase the paperback editions, hard cover editions, or haven't you made any suggestions at all?"

## Recommendations to Buy "Other" Books in Paperback[1/]

By Key Groups

(Base: Using books other than basic textbook some of which available in paperback - 85%)

| | Paperback | No Recommendation |
|---|---|---|
| | % | % |
| **Total** | **64** | **36** |
| **Academic Title** | | |
| Instructors | 59 | 41 |
| Assistant/associate professors | 62 | 38 |
| Full professors | 64 | 36 |
| **Discipline Area** | | |
| Humanities/social sciences/ education | 71 | 29 |
| Science/math/engineering/ business/economics/vocational | 53 | 47 |
| **Type of Institution** | | |
| 2 year college | 55 | 45 |
| 4 year college or university | 66 | 34 |
| **Size of Institution** | | |
| Under 5,000 students | 56 | 44 |
| 5,000 - 19,999 students | 64 | 36 |
| 20,000 students or more | 64 | 36 |
| **Geographic Region** | | |
| Northeast | 74 | 26 |
| North Central | 60 | 40 |
| South | 67 | 33 |
| West | 50 | 50 |



## Recommendations to Buy "Other" Books in Paperback[1/] (Continued)

By Key Groups

(Base: Using books other than basic textbook some of which available in paperback - 85%)

| | Paperback | No Recommendation |
|---|---|---|
| | % | % |
| **Feel Students Need Highly Structured Courses** | | |
| Agree fully | 66 | 34 |
| Agree only partially or disagree | 62 | 38 |
| **Key Groups** | | |
| a. 35 years or younger | 73 | 27 |
| b. Women faculty | 53 | 47 |
| c. Have written at least one basic textbook | 52 | 48 |

1/ Question 16c: "Have you encouraged your students to purchase the paperback editions, hard cover editions, or haven't you made any suggestions at all?"

Finding #25: Recommendation of Used Copies of "Other" Books When Available: Perhaps because of the higher percentage of paperbacks used in this category, there seem to be fewer used copies of "other" books available to the student than is the case for basic texts. Nevertheless, the faculty members are no more or less likely to recommend that students buy used copies of these books than they were for basic texts.

In the case of both basic texts and other books, the pattern really is to make no recommendation rather than for or against either new or used books.

Recommendations to Buy Used versus New Copies of "Other" Books 1/

(Base: Assigned books other than basic textbook - 56%)

| | Total |
|---|---|
| | % |
| Believe used copies available | 39 |
| Used copies recommended | 8 |
| New copies recommended | 1 |
| No recommendations | 30 |
| Used copies not available | 43 |
| Not sure if available | 18 |

1/ Question 16e: "Have you encouraged students to get a used copy or a new copy of these books, or haven't you made any recommendations?"

## SUPPLEMENTARY READING MATERIALS

### Supplementary Reading Materials

A unique and often innovative item in the field of educational publications consists of "supplementary" materials such as study guides, review books, test/quiz booklets, and the like. Fully half of our sample of faculty members report using such materials in one form or another -- with their popularity especially concentrated in the junior colleges and smaller schools.

An interesting point in the utilization of supplementary materials is that faculty members seem to divide sharply into "users" versus "nonusers" -- in the sense that there is great overlap in the use of different kinds of material. For example, among those using test booklets, a majority are also using study guides. Similarly, among those using study guides, 44% report also using workbooks. These usage patterns offer at least a couple of implications:

... The disposition toward multiple-usage may reflect a sense of "commitment" to this form of publication, suggesting a market of some depth and durability.

... Converting nonusers into users may have a multiplier effect in expanding the demand for a whole range of materials, rather than just any single type.

A large portion of supplementary materials are published in conjunction with a textbook, and there is encouraging evidence that the availability of such accompanying material does in fact enhance the attractiveness of the textbook per se.

Compared to the 1972 baseline study, we find no real change in the overall appeal of supplementary materials -- looked upon with relative favorableness as helpful aids to students.

Finding #26: Use of Supplementary Materials: Overall, slightly more than half (51%) of the faculty members report using supplementary reading materials in their courses. Of those using such materials, about half employ aids which have been published as accompaniments to the textbook itself.

Overall, one in ten faculty members indicated that the availability of accompanying supplementary material influences the choice of a textbook.

The extent to which supplementary materials are used is closely related to both the size and level of the school. Such aids are used by over seven out of ten faculty members in 2-year colleges, but by only slightly more than four out of ten in 4-year schools. In small schools, over 60% of the faculty employ them. This drops to less than 40% in schools of over 20,000 students.

## Use of Supplementary Reading Materials[1/]

| | Total |
|---|---|
| | % |
| Number using supplementary reading materials | 51 |
| Published as accompaniments to text | 19 |
| Published independently of texts | 26 |
| Using both accompaniments and independently published materials | 6 |
| Not using supplementary reading materials | 49 |

1/ Question 18a: "Do you use any of the materials listed on this card in this or any other course you teach?"

Question 18c: "Are most of the supplementary materials you are using published as accompaniments to the assigned books, or are they separate publications?"

## Use of Supplementary Reading Materials[1/]

By Key Groups

| | Use |
|---|---|
| | % |
| Total | 51 |
| **Academic Title** | |
| Instructors | 58 |
| Assistant/associate professors | 51 |
| Full professors | 42 |
| **Discipline Area** | |
| Humanities/social sciences/ education | 43 |
| Science/math/engineering/ business/economics/vocational | 57 |
| **Type of Institution** | |
| 2 year college | 71 |
| 4 year college or university | 43 |
| **Size of Institution** | |
| Under 5,000 students | 63 |
| 5,000 - 19,999 students | 51 |
| 20,000 students or more | 37 |
| **Geographic Region** | |
| Northeast | 46 |
| North Central | 45 |
| South | 54 |
| West | 57 |

## Use of Supplementary Reading Materials[1] (Continued)

By Key Groups

| | Use |
|---|---|
| | % |
| Feel Students Need Highly Structured Courses | |
| Agree fully | 50 |
| Agree only partially or disagree | 51 |
| Key Groups | |
| a. 35 years or younger | 44 |
| b. Women faculty | 63 |
| c. Have written at least one basic textbook | 37 |

1/ Question 18a: "Now I'd like to ask you about supplementary materials. Do you use any of the materials listed on this card in this or any other course you teach?"

## Influence on Text Selection of Supplemental Accompaniments[1]

| | Total |
|---|---|
| | % |
| Total Using Text Accompaniments | 25 |
| Influenced text selection | 10 |
| No influence on text selection | 15 |

1/ Question 18d: "In general, has the availability of supplementary materials as accompaniments to books been a factor in your choice of books for courses you teach?"

Finding #27: Most Popular Types of Supplementary Materials: Study guides (23%) and workbooks (22%) were the most widely used of the supplementary reading materials, followed by test and quiz booklets and lab manuals, each named by 14%.

As with the study materials as a group, the various types are all more popular in the smaller schools and in the 2-year colleges. The use patterns of the individual types of materials do not differ from those of supplementary materials as a whole, except that workbooks and lab books are used much more extensively in the hard sciences, while study guides and quiz booklets are named by about equal proportions of hard science and humanities professors.

Types of Supplementary Reading Materials Being Used[1/]

| | Total |
|---|---|
| | % |
| Study guides | 23 |
| Workbooks | 22 |
| Test/quiz booklets | 14 |
| Lab manuals | 14 |
| Other | 6 |
| None | 49 |

1/ Question 18a: "Now, I'd like to ask you about supplementary materials. Do you use any of the materials listed on this card in this or any other course you teach?"

## Types of Supplementary Reading Materials Used[1/]

| | Study Guides | Test/ Quiz Booklets | Work-books | Lab Manuals |
|---|---|---|---|---|
| | % | % | % | % |
| Total | 23 | 14 | 22 | 14 |
| **Academic Title** | | | | |
| Instructors | 24 | 14 | 24 | 16 |
| Assistant/associate professors | 24 | 14 | 23 | 11 |
| Full professors | 18 | 13 | 19 | 19 |
| **Discipline Area** | | | | |
| Humanities/social sciences/ education | 23 | 15 | 19 | 7 |
| Science/math/engineering/ business/economics/vocational | 23 | 13 | 25 | 21 |
| **Type of Institution** | | | | |
| 2 year college | 34 | 22 | 36 | 21 |
| 4 year college or university | 18 | 11 | 17 | 12 |
| **Size of Institution** | | | | |
| Under 5,000 students | 37 | 23 | 25 | 20 |
| 5,000 - 19,999 students | 17 | 14 | 23 | 14 |
| 20,000 students or more | 15 | 4 | 16 | 9 |
| **Geographic Region** | | | | |
| Northeast | 18 | 16 | 19 | 11 |
| North Central | 21 | 6 | 19 | 8 |
| South | 25 | 16 | 22 | 16 |
| West | 27 | 18 | 29 | 23 |

## Types of Supplementary Reading Materials Used[1/] (Continued)

| | Study Guides | Test/ Quiz Booklets | Work-books | Lab Manuals |
|---|---|---|---|---|
| | % | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | | |
| Agree fully | 24 | 14 | 23 | 11 |
| Agree only partially or disagree | 21 | 14 | 22 | 17 |
| **Key Groups** | | | | |
| a. 35 years or younger | 21 | 13 | 22 | 9 |
| b. Women faculty | 24 | 16 | 28 | 19 |
| c. Have written at least one basic textbook | 12 | 2 | 7 | 8 |

1/ Question 18a: "Now I'd like to ask you about supplementary materials. Do you use any of the materials listed on this card in this or any other course you teach?"

Finding #28: Multiple Use of Supplementary Materials:

Multiple use of supplementary materials is widespread. Most users use more than one type. For example, of those using test or quiz booklets:

... 54% use study guides

... 54% use workbooks

... 23% use lab manuals

Of those using workbooks:

... 45% use study guides

... 34% use test or quiz booklets

... 21% use lab manuals

Multiple use is highest among those who use test or quiz booklets together with other supplements.

Overlapping Usage of Supplementary Materials[1/]

| | Total | Study Guides | Test/ Quiz Booklets | Work-books | Lab Manual |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| Study guides | 23 | X | 54 | 45 | 29 |
| Workbook | 22 | 44 | 54 | X | 33 |
| Test/quiz booklets | 14 | 33 | X | 34 | 22 |
| Lab manual | 14 | 19 | 23 | 21 | X |
| Other | 6 | 5 | 2 | 3 | - |

1/ Question 18a: "Now I'd like to ask you about supplementary materials. Do you use any of the materials listed on this card in this or any other course you teach?"

Finding #29: Faculty Opinion of How Helpful Outline/Review Books Are to Students: Opinion is divided on the question of how helpful supplementary materials are to students.

About one in two faculty members (52%) consider them helpful while a third (34%) disagree and 14% are not sure.

Trend: There has been no significant shift in opinion on this question since the 1972 study.

Helpfulness of Outline/Review Books as Supplements to Textbooks[1/]

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very helpful/helpful | 52 | 49 |
| Not very helpful/not helpful at all | 34 | 37 |
| Don't know/no answer | 14 | 14 |

1/ Question 19: "How do you feel about students purchasing outline or review books as supplements to textbooks? In general do you think these books are very helpful, helpful, not very helpful or not helpful at all?"

Audio-Visual Materials

In one form or another, audio-visual materials are currently being used in the courses of at least three-quarters of our faculty sample. Although employed a good deal more extensively than supplementary reading materials, audio-visual aids follow much the same usage pattern -- enjoying greatest popularity in junior colleges and the smaller schools. A combination of factors appear to contribute to the more limited use of audio-visual aids in the larger universities:

... Poor formal information channels in the larger institutions compel faculty members to rely primarily on word-of-mouth communications to find out what's available and useful.

... The effectiveness of commercial promotion efforts is less felt among faculty at the larger schools.

Assets and Liabilities: The prime advantage seen in audio-visual aids is their capacity to clarify difficult materials, with the important secondary benefit of stimulating students' interest and participation. How well the currently available fare succeeds in meeting these expectations is open to question, however, for there is substantial dissatisfaction with such material. Taken in perspective, the evidence suggests that audio-visual aids have been relied upon more for their stimulation function than as an informal source, although the latter is considered a more important goal.

The "Add-On" Role in a Course: Audio-visual materials are treated, in most cases, as a supplemental element to course curriculum -- seldom influencing the number of reading assignments, and quite often neglected as a basis for testing or evaluating students' course performance. This suggests that the role of such aids, at least for the present, remains relatively marginal in terms of curriculum priorities. Of course, the pervasive usage of audio-visual materials, even in the face of substantial dissatisfaction, indicates a major potential for development.

Finding #30: Extensive Use of Audio-Visual Materials: The use of audio-visual media reaches far and wide in the college curriculum, encompassing such varied materials as the highly popular overhead projections and 16mm films to slides, prerecorded tapes, filmstrips, records, and videotape. By far the most extensive users of audio-visual media are the junior colleges and small institutions (under 5,000 enrollment) -- a pattern for which some account is sought in the next finding on information and decision making.

Looking at the rank order of "use" versus "availability" for different types of media, it is clear that types of materials which are more widely available are also more widely used. In addition, however, an interesting phenomenon is revealed when the rate of utilization of each material type is measured (i.e., by taking the total usage as a percentage of the total availability of each material type). What is found is that such popular media as overhead projections, 16mm films, and slides are used to a much fuller capacity than ones like videotape, records, and 8mm films.

Use and Availability of Audio-Visual Materials 1/

| | Total Available | Currently Used | Utilization Rate 2/ |
|---|---|---|---|
| | % | % | % |
| Overhead projections | 78 | 43 | 55 |
| 16 mm films | 75 | 42 | 56 |
| Slides | 66 | 31 | 47 |
| Prerecorded tapes | 61 | 27 | 44 |
| Filmstrips | 66 | 23 | 35 |
| Records | 57 | 22 | 38 |
| Videotape | 59 | 19 | 32 |
| 8 mm films | 48 | 10 | 21 |
| Multimedia kits | 40 | 9 | 18 |
| Study prints | 38 | 7 | 14 |
| Other | 10 | 5 | XX |
| None | XX | 26 | XX |

1/ Question 22a: (SHOW CARD) "Which of the audio-visual materials on this list are you using in any of your present courses?"

Question 22b: "As far as you know, what other types of audio-visual materials are available in this school besides those you are using now?"

2/ Percentage of each type available that is currently being used.

## Use of Audio-Visual Aids[1/]

By Key Groups

| | Current Users |
|---|---|
| | % |
| **Total** | **74** |
| **Academic Title** | |
| Instructors | 83 |
| Assistant/associate professors | 69 |
| Full professors | 73 |
| **Discipline Area** | |
| Humanities/social sciences/education | 77 |
| Science/math/engineering/business/ economics/vocational | 72 |
| **Type of Institution** | |
| 2 year college | 91 |
| 4 year college or university | 68 |
| **Size of Institution** | |
| Under 5,000 students | 91 |
| 5,000 - 19,999 students | 71 |
| 20,000 students or more | 62 |
| **Geographic Region** | |
| Northeast | 68 |
| North Central | 70 |
| South | 71 |
| West | 90 |

## Use of Audio-Visual Aides[1/] (Continued)

By Key Groups

| | Current Users |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 74 |
| Agree only partially or disagree | 75 |
| **Key Groups** | |
| a. 35 years or younger | 75 |
| b. Women faculty | 88 |
| c. Have written at least one basic textbook | 71 |

1/ Question 22a: "Which of the audio-visual materials on this list are you using in any of your present courses?"

Finding #31: Information and Decision Making on Audio-Visuals: Publisher advertising and promotion stand out as the most often relied upon sources of information about audio-visual materials, cited by 45% of faculty overall. The junior colleges and small institutions, where audio-visuals receive greatest use, are even more attuned to promotional sources of information. It is, of course, unclear whether this is simply an artifact of their greater use of audio-visual material, or whether it is a consequence of stronger promotional efforts directed at them. One point that is clear, however, is that faculty in the largest schools, where audio-visual use is lowest of all, depend mainly on informal channels of communication, which can be expected to be less efficient in stimulating interest and utilization of such alternative materials.

Authority over purchase of audio-visual media rests mainly at the departmental level, as does also the sources of funds for such purchases. Next in line to decide what to buy are the individual instructors (31% of the time), with a central college committee being responsible only about 15% of the time. The formal departmental role is significantly stronger in the junior colleges, and weakest in large institutions. Of course, the final choice of what materials to use in a course generally belongs to the individual teacher, rather than a departmental (12%) or central college committee (2%).

Sources of Information About Audio-Visual Materials[1/]

| | Total |
|---|---|
| | % |
| Publisher advertising/promotion | 45 |
| Informal information from colleagues | 28 |
| Formal departmental or college channels | 23 |
| Other | 5 |
| None/receive no information | 11 |

1/ Question 20c: "Listed on this card are several ways in which people have told us they find out about the availability of audio-visual materials. Which of these sources of information do you personally rely on most?"

## Main Sources of Information About Audio-Visual Materials[1/]

By Key Groups

| | Publisher Advertising | Informal Information From Colleagues | Formal College Channels |
|---|---|---|---|
| | % | % | % |
| Total | 45 | 28 | 23 |
| **Academic Title** | | | |
| Instructors | 40 | 33 | 28 |
| Assistant/associate professors | 46 | 29 | 20 |
| Full professors | 50 | 22 | 23 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 39 | 27 | 30 |
| Science/math/engineering/business/ economics/vocational | 50 | 29 | 18 |
| **Type of Institution** | | | |
| 2 year college | 53 | 22 | 38 |
| 4 year college or university | 42 | 30 | 18 |
| **Size of Institution** | | | |
| Under 5,000 students | 57 | 15 | 32 |
| 5,000 - 19,999 students | 46 | 30 | 25 |
| 20,000 students or more | 30 | 40 | 10 |
| **Geographic Region** | | | |
| Northeast | 41 | 38 | 21 |
| North Central | 44 | 24 | 20 |
| South | 51 | 22 | 26 |
| West | 43 | 31 | 27 |

## Main Sources of Information About Audio-Visual Materials[1/] (Continued)

By Key Groups

| | Publisher Advertising | Informal Information From Colleagues | Formal College Channels |
|---|---|---|---|
| | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | |
| Agree fully | 49 | 24 | 26 |
| Agree only partially or disagree | 42 | 31 | 21 |
| **Key Groups** | | | |
| a. 35 years or younger | 37 | 35 | 21 |
| b. Women faculty | 52 | 28 | 31 |
| c. Have written at least one basic textbook | 42 | 31 | 24 |

1/ Question 20c: (SHOW CARD) "Listed on this card are several ways in which people have told us they find out about the availability of audio-visual materials. Which of these sources of information do you personally rely on most?"

## Decision-Maker on Purchase of Audio-Visual Materials[1/]

| | Total |
|---|---|
| | % |
| Department | 48 |
| Individual instructor | 31 |
| Central college | 15 |
| Not sure/depends | 6 |

1/ Question 21a: "How are audio-visual materials acquired in this school? For example, who makes the decision about which materials to buy? Is it a central college decision, a departmental decision, or is it up to the individual instructor?"

## Decision-Maker on Purchase of Audio-Visual Materials[1/]

According to Institutional Characteristics

| | Department | Individual Instructor | Central College |
|---|---|---|---|
| | % | % | % |
| Total | 48 | 31 | 15 |
| Discipline Area | | | |
| Humanities/social sciences/ education | 49 | 31 | 12 |
| Science/math/engineering/ business/economics/ vocational | 48 | 31 | 17 |
| Type of Institution | | | |
| 2 year college | 53 | 22 | 12 |
| 4 year college or university | 43 | 34 | 16 |
| Size of Institution | | | |
| Under 5,000 students | 50 | 37 | 10 |
| 5,000 - 19,999 students | 53 | 24 | 18 |
| 20,000 students or more | 38 | 38 | 13 |
| Geographic Region | | | |
| Northeast | 44 | 32 | 23 |
| North Central | 42 | 30 | 16 |
| South | 53 | 37 | 7 |
| West | 53 | 23 | 12 |

1/ Question 21a: "How are audio-visual materials acquired in this school? For example, who makes the decision about which materials to buy? Is it a central college decision, a departmental decision, or is it up to the individual instructor?"

Source of Funds for Audio-Visual Material[1/]

| | Total |
|---|---|
| | % |
| Departmental budget | 59 |
| Central college budget | 25 |
| Course budget | 1 |
| Other/no answer | 15 |

1/ Question 21c: "How are audio-visual materials paid for here--from a central college budget, a departmental budget, a budget for this particular course, or what?"

Decision-Maker on Course Use of Audio-Visual Materials[1/]

| | Total |
|---|---|
| | % |
| Individual instructor | 74 |
| Department | 12 |
| Central college | 2 |
| Not sure/depends | 12 |

1/ Question 21b: "Who makes the decision on which audio-visual materials to use?"

Finding #32: Advantages and Disadvantages of Audio-Visuals:

Faculty members look quite favorably upon the capacity of audio-visual media to clarify difficult subject matter -- an advantage specifically mentioned by two out of five respondents. By the same token, there is wide recognition that such media can be valuable in stimulating students' interest in a course and in provoking greater participation and discussion. In actuality, it is difficult to separate these two roles of audio-visual presentations, simply because the need for such stimulation is likely to be greatest when the subject matter is least comprehensible. Indeed, when asked directly whether they felt the main function of audio-visual materials was to interest and stimulate students or to provide information, faculty members split evenly -- with those in the humanities and social sciences most concerned with the stimulus function, and those in the sciences, engineering and business fields more devoted to the informational role.

Faculty complaints against audio-visual usage were more scattered than their praises. The main reason for never having used them was the feeling that such materials were not suited to one's subject matter, or at least that appropriate materials had not been developed. Other disadvantages centered on:

... Problems with equipment and setup time
... Passivity of the media approach
... Over-simplification of subject matter
... Expense
... Inferior quality of materials
... Difficulty in obtaining materials

Main Advantages of Audio-Visual Materials in Teaching 1/

| | Total |
|---|---|
| | % |
| Aids students by clarifying material; presents things difficult to convey by other methods, reinforces learning process | 42 |
| Supplements the text; adds broader aspects of the subject matter | 28 |
| Provides variety; breaks monotony; glamorizes the material | 20 |
| Encourages participation; provokes discussion | 18 |
| Time-saver; quicker than blackboard or oral presentation | 19 |
| Provides different points of view; new ideas; comparisons | 11 |

1/ Question 20a: "Now, I'd like to find out a little about your experience with audio-visual materials. First, what do you feel are the main advantages of audio-visual materials in teaching?"

## Main Function of Audio-Visual Materials[1/]

(Base: Ever used audio-visual materials - 85%)

| | Total |
|---|---|
| | % |
| Interest and stimulate students | 43 |
| Provide information | 44 |
| No answer | 13 |

1/ Question 24b: "Is the function of audio-visual materials, as you see it, primarily to interest and stimulate students or to provide information?"

## Main Disadvantages of Audio-Visual Materials in Teaching[1/]

| | Total |
|---|---|
| | % |
| Physical problems of equipment; machines breaking down; time involved in setting up | 18 |
| Too passive; lack of interaction; entertainment-oriented | 13 |
| Simplistic approach; makes things seem overly simple | 11 |
| Materials appropriate for my field are not developed yet; no advantage for my field | 12 |
| Expensive | 11 |
| Quality of materials is inferior; poorly produced | 10 |
| Difficult to get needed materials on time | 10 |
| Time-consuming for instructors; considerable preparation necessary | 10 |
| Teaching crutch; may become a substitute instead of a supplement | 8 |
| Hard to procure; too much red tape in getting needed materials | 6 |
| May not correspond to teaching style; lack of flexibility | 5 |
| Not coordinated with text | 5 |

1/ Question 20b: "...What do you feel are their (audio-visual materials) main disadvantages?"

## Function of Audio-Visual Materials [1/]

By Key Groups

(Base: Ever used audio-visual materials - 84%)

| | Interest and Stimulate | Provide Information | No Answer |
|---|---|---|---|
| | % | % | % |
| **Total** | 43 | 44 | 13 |
| **Academic Title** | | | |
| Instructors | 45 | 45 | 10 |
| Assistant/associate professors | 42 | 44 | 14 |
| Full professors | 40 | 43 | 17 |
| **Discipline Area** | | | |
| Humanities/social sciences/ education | 53 | 37 | 10 |
| Science/math/engineering/ business/economics/vocational | 34 | 52 | 14 |
| **Type of Institution** | | | |
| 2 year college | 45 | 41 | 14 |
| 4 year college or university | 41 | 46 | 13 |
| **Size of Institution** | | | |
| Under 5,000 students | 52 | 36 | 12 |
| 5,000 - 19,999 students | 39 | 45 | 16 |
| 20,000 students or more | 37 | 54 | 9 |
| **Geographic Region** | | | |
| Northeast | 41 | 49 | 10 |
| North Central | 48 | 39 | 13 |
| South | 36 | 49 | 15 |
| West | 45 | 40 | 15 |

## Function of Audio-Visual Materials [1/] (Continued)

By Key Groups

(Base: Ever used audio-visual materials - 84%)

| | Interest and Stimulate | Provide Information | No Answer |
|---|---|---|---|
| | % | % | % |
| **Feel Students Need Highly Structured Courses** | | | |
| Agree fully | 42 | 48 | 10 |
| Agree only partially or disagree | 43 | 41 | 16 |
| **Key Groups** | | | |
| a. 35 years or younger | 49 | 39 | 12 |
| b. Women faculty | 46 | 35 | 19 |
| c. Have written at least one basic textbook | 28 | 60 | 12 |

1/ Question 24b: "Is the function of audio-visual materials, as you see it, primarily to interest and stimulate students or to provide information?"

Main Reasons for Never Having Used Audio-Visual Materials[1]

(Base: Never used audio-visual materials - 20%)

| | Total |
|---|---|
| | % |
| Not appropriate for course | 75 |
| Inconvenience | 25 |
| Lack of information | 13 |
| Cost restrictions | 7 |

1/ Question 23: (SHOW CARD) "Which of these are the main reasons you have never used audio-visual materials in your teaching?"

Finding #33: Satisfaction With Audio-Visuals: On balance, faculty members seem well disposed toward audio-visual materials, although there clearly remains much room for improvement. Only a third of our respondents reported they had been "very satisfied" with their experiences with audio-visual materials, and the remainder felt only partially satisfied or were expressly dissatisfied.

Degree of Satisfaction with Audio-Visual Materials[1/]

(Base: Ever used audio-visual material - 84%)

| | Total % | |
|---|---|---|
| Very satisfied | 33 | |
| Somewhat satisfied | 56 | 67 |
| Dissatisfied | 11 | |

1/ Question 24g: "In general, would you say you have been very satisfied, somewhat satisfied, or dissatisfied with your experiences with audio-visual materials?"

Finding #34: Course Role of Audio-Visual Presentations: In all but the rarest instances, audio-visual material is treated as peripheral to course curriculum. This lack of integration into the core of a course is manifested in several respects:

... Only half the time did they say they actually test students on material covered in audio-visual presentations.

... Less than one faculty member out of five felt they depended on tests or grades in evaluating the success of such presentations.

... Only one out of ten professors indicate their use of media has resulted in fewer book assignments.

In this last case, faculty members indicated that rather than relying on tests and grades to evaluate audio-visual materials, they looked more toward comments and discussion by students (75%) which makes most sense if one's goal is to stimulate student interest, rather than convey essential information. At first blush, this might also suggest that faculty members are very open to student opinion in evaluating audio-visual materials, but student feedback is cited as an important evaluative criterion only 15% of the time.

## Role of Audio-Visual Materials in Teaching[1/]

(Base: Those who have ever used audio-visual materials in teaching - 84%)

| | Total |
|---|---|
| | % |
| Supplement Class Content - The audio-visual presentations are intended to add to or supplement material covered in class time. | 61 |
| Supplement Course Readings - The audio-visual presentations are intended to supplement or clarify material covered in the course readings. | 17 |
| Summarize Class Discussion - The audio-visual presentations are intended to summarize or clarify information which is covered during regular class time. | 14 |
| Basis of the Course - The audio-visual presentations are the basis of the course, and class time is spent summarizing or clarifying the important points in these presentations. | 8 |

1/ Question 24a: "In general, what do you expect from your use of audio-visual materials? (SHOW CARD) Looking at this list of purposes, which such materials may serve, please indicate which fits your own uses most closely."

## Are Students Tested on Audio-Visual Material[1/]

(Base: Those who have ever used audio-visual materials in teaching - 84%)

| | Total |
|---|---|
| | % |
| Yes, test students | 52 |
| No, do not test | 47 |
| No answer | 1 |

1/ Question 24c: "Do you test your students on material covered in audio-visual presentations?"

## How Evaluate Success of Audio-Visual Presentation[1/]

(Base: Ever used audio-visual materials - 85%)

| | Total |
|---|---|
| | % |
| Student comments/discussion | 75 |
| Tests/grades | 18 |
| Other | 4 |
| No answer | 3 |

1/ Question 24f: "How can you tell whether or not an audio-visual presentation has been successful? Do you rely mainly on student comments and discussion, testing on the material, checking their grades, or what?"

## Use of Tests/Grades as Means of Evaluating Audio-Visual Presentations[1/]

By Key Groups

(Base: Ever used audio-visual materials - 84%)

| | Use Tests/ Grades |
|---|---|
| | % |
| Total | 18 |
| **Academic Title** | |
| Instructors | 20 |
| Assistant/associate professors | 21 |
| Full professors | 15 |
| **Discipline Area** | |
| Humanities/social sciences/ education | 11 |
| Science/math/engineering/ business/economics/vocational | 26 |
| **Type of Institution** | |
| 2 year college | 17 |
| 4 year college or university | 19 |
| **Size of Institution** | |
| Under 5,000 students | 20 |
| 5,000 - 19,999 students | 21 |
| 20,000 students or more | 13 |
| **Geographic Region** | |
| Northeast | 14 |
| North Central | 18 |
| South | 29 |
| West | 13 |

## Use of Tests/Grades as Means of Evaluating Audio-Visual Presentations[1/] (Continued)

By Key Groups

(Base: Ever used audio-visual materials - 84%)

| | Use Tests/ Grades |
|---|---|
| | % |
| Feel Students Need Highly Structured Courses | |
| Agree fully | 19 |
| Agree only partially or disagree | 15 |
| Key Groups | |
| a. 35 years or younger | 17 |
| b. Women faculty | 15 |
| c. Have written at least one basic textbook | 16 |

1/ Question 24f: "How can you tell whether or not an audio-visual presentation has been successful or not? Do you rely mainly on student comments and discussion, testing on the material, checking their grades, or what?"

## Effects of Audio-Visual Usage on Book Assignments[1/]

| | Total |
|---|---|
| | % |
| Yes, fewer assignments | 11 |
| No, not fewer assignments | 88 |
| No answer | |

1/ Question 24d: "Has your usage of audio-visual materials resulted in fewer book reading assignments?"

Most Important Criteria in Evaluating

Audio-Visual Materials[1/]

(Base: Those who have ever used audio-visual materials in teaching - 84%)

| | Total |
|---|---|
| | % |
| Usefulness as an information source | 56 |
| Complement your teaching style | 25 |
| Up-to-dateness | 21 |
| Content perspective (structured/ unstructured) | 15 |
| Student feedback | 15 |
| General layout and design | 15 |
| Availability | 13 |
| Reputation of the author | 4 |

1/ Question 25a: (SHOW CARD) "Listed here are various criteria by which professors evaluate audio-visual materials. Will you please look at this list and indicate the one or two considerations which influence you most in your evaluation of audio-visual materials?"





Future Outlook and Views of the Industry

Trends and Forecasts: As faculty members estimate the future role of various course materials, we find these comparisons with 1972 forecasts:

... A sharp drop in expectation that textbooks will lose their importance to other materials

... Significantly widened interest in audio-visual media

... Continued anticipation of growing use of paperback supplementary publications, only slightly less than two years ago

Opinions of the Industry: Faculty members are not overly critical of the way publishers have fulfilled their responsibility to the college community. Granted that we earlier identified extensive dissatisfaction with available basic textbooks, the overall picture of satisfaction with current publications is relatively positive.

Actually, the publishing industry holds an enviable degree of respect if one contrasts faculty discontent to the pervasive cynicism with which the general public views most American business.

Finding #35: The Future of Textbooks: There has been a major turnaround in the expectation that texts will suffer a decline in importance, from six out of ten two years ago to just four out of ten now. The most positive future for texts resides in the junior colleges, while the most negative outlook occurs among faculty in the smallest schools and those in the south.

The big news seems to be a tremendous upsurge in attention given to audio-visual media -- from only a 10% mention two years ago to nearly half this year.

Regarding the future use of paperback supplementary material, faculty project a little less certainly than in 1972, down from 86% who saw extensive use then to 76% this year. The strongest future for paperbacks resides in the humanities and social science fields.

Expectations of a Decline in Importance of Textbooks and Greater Use of Other Reading Materials[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Foresee textbook decline | 43 | 60 |
| Do not expect textbook decline | 49 | 40 |
| Not sure | 8 | - |

1/ Question 26a: "From the faculty point of view, do you foresee a trend toward the decreasing importance of textbooks per se and the greater use of other material either in addition to or as substitutes for the texts?"

## Expectations of Decline in Importance of Textbooks and Greater Use of Other Reading Materials[1/]

By Key Groups

| | Foresee Decline |
|---|---|
| | % |
| **Total** | **43** |
| **Academic Title** | |
| Instructors | 40 |
| Assistant/associate professors | 46 |
| Full professors | 43 |
| **Discipline Area** | |
| Humanities/social science/education | 45 |
| Science/math/engineering/business/ economics/vocational | 43 |
| **Type of Institution** | |
| 2 year college | 37 |
| 4 year college or university | 46 |
| **Size of Institution** | |
| Under 5,000 students | 51 |
| 5,000 - 19,999 students | 39 |
| 20,000 students or more | 42 |
| **Geographic Region** | |
| Northeast | 42 |
| North Central | 43 |
| South | 50 |
| West | 38 |

## Expectations of Decline in Importance of Textbooks and Greater Use of Other Reading Materials[1/] (Continued)

By Key Groups

| | Foresee Decline |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 48 |
| Agree only partially or disagree | 40 |
| **Key Groups** | |
| a. 35 years or younger | 48 |
| b. Women faculty | 50 |
| c. Have written at least one basic textbook | 34 |

1/ Question 26a: "From the faculty point of view, do you foresee a trend toward the decreasing importance of textbooks per se and the greater use of other material either in addition to or as substitutes for the texts?"

## Types of Material Foreseen as Substitutes/ Supplements to Textbooks[1]

Trend Data

(Base: Foresee greater use of other reading material - 43%)

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Paperbacks | 51 | 68 |
| Reprints | 35 | 44 |
| Handouts in class | 49 | 36 |
| Journal/magazine articles[2] | - | 11 |
| Collected essays/articles/monographs | 25 | 11 |
| Films/audio-visual materials | 48 | 10 |
| Other | 7 | 13 |

1/ Question 26b: "What type of other material do you think will be used? For example, do you think there will be greater use of paperbacks, handouts in class, reprints from magazine articles, or what?"

2/ Not asked in 1973.

## Future Use of Paperback Supplementary Material[1]

By Discipline Areas

| | Total | Humanities/ Social Sciences/ Education | Science/ Math/ Engineering/ Business/ Economics/ Vocational |
|---|---|---|---|
| | % | % | % |
| Very great extent | 32 | 46 | 20 |
| Great extent | 44 | 43 | 46 |
| Not to a great extent | 18 | 7 | 27 |
| Not sure | 6 | 4 | 7 |

1/ Question 28a: "And how about paperback editions of supplementary reading materials? To what extent do you foresee their use during the next five years? For example, do you foresee their being used to a very great extent, a great extent, or not a great extent?"

Finding #36: Future Role of Alternative Media: When asked directly how strong the future is for such alternative media as films, slides, and videotape, faculty members predominately give a positive response (71%). They expect more use of such materials, but there has really been no change in this expectancy since two years ago -- a finding which seems inconsistent with the previous one that audio-visual aids are now seen as far more likely to share a role with standard textbooks. One interpretation is that audio-visual materials have all along enjoyed optimistic prospects, but that their future role as an integral component of course curriculum is coming to be taken more and more seriously.

The greatest enthusiasm for audio-visual media is found among junior college faculty and those in small schools. A comparison with the previous finding suggests that those in junior colleges are inclined to want both textbooks and alternative media, while those in the smaller schools see the media replacing texts.

Future Role of Media[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Foresee increasing use of media as a substitute/supplement to textbooks | 71 | 73 |
| Do not foresee increasing media use | 25 | 26 |
| Not sure | 4 | 1 |

1/ Question 27a: "Do you foresee a greater use of other forms of media such as closed circuit TV, films, tapes, etc., as a substitute for or a supplement to textbooks in the next five years?"

## Expectations for Increase of Other Media as Substitute or Supplement to Textbooks[1/]

By Key Groups

| | Foresee Increase |
|---|---|
| | % |
| **Total** | 71 |
| **Academic Title** | |
| Instructors | 72 |
| Assistant/associate professors | 69 |
| Full professors | 72 |
| **Discipline Area** | |
| Humanities/social sciences/education | 74 |
| Science/math/engineering/business/ economics/vocational | 69 |
| **Type of Institution** | |
| 2 year college | 79 |
| 4 year college or university | 68 |
| **Size of Institution** | |
| Under 5,000 students | 81 |
| 5,000 - 19,999 students | 67 |
| 20,000 students or more | 66 |
| **Geographic Region** | |
| Northeast | 66 |
| North Central | 65 |
| South | 75 |
| West | 78 |

## Expectations for Increase of Other Media as Substitute or Supplement to Textbooks[1/] (Continued)

By Key Groups

| | Foresee Increase |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 66 |
| Agree only partially or disagree | 75 |
| **Key Groups** | |
| a. 35 years or younger | 72 |
| b. Women faculty | 79 |
| c. Have written at least one basic textbook | 73 |

1/ Question 27a: "Do you foresee a greater use of other forms of media such as closed circuit TV, films, tapes, etc., as a substitute for or a supplement to textbooks in the next five years?"

Types of Audio-Visual Materials

Foreseen Being Used More

Extensively[1]

(Base: Foresee greater use of other forms of media - 71%)

| | Total |
|---|---|
| | % |
| Videotape | 69 |
| Multimedia kits | 26 |
| 16 mm films | 25 |
| Prerecorded tapes | 22 |
| Overhead projections | 16 |
| Slides | 13 |
| Filmstrips | 13 |
| 8 mm films | 13 |

1/ Question 27b: (SHOW CARD) "What forms of audio-visual media do you see being used more extensively than now?"

Finding #37: Evaluation of the Publishing Industry: Despite dissatisfaction expressed elsewhere concerning the quality of basic textbooks, most faculty (70%) feel the publishing industry does a good job of providing quality educational materials. Moreover, when asked whether the industry strikes a fair balance between profit and responsibility to the college community, the report is again generally favorable. The one out of three faculty members who take a more critical stance should, of course, not be ignored as a sign of dissatisfaction. Yet, there is less cause for alarm than might be thought, considering the widespread cynicism with which the public at large views American business generally. In this sense, the publishing industry seems to hold a relatively favorable degree of esteem in the eyes of its main public. Faculty groups which are most critical of the publishing industry include those in the liberal arts disciplines, small schools, and professors who have written textbooks.

In specifying ways that publishing houses could better serve the academic community, the most prominent suggestions included:

... Lower prices

... Better quality material/more selective publication

... Greater consultation with faculty on needs/greater involvement of faculty in developing material

... More paperbacks

These points were all made in the 1972 study, but some new items appear this year:

... Custom publishing and modular texts

... Coordination of material packages, such as texts in series and texts along with complimentary supplements and audio-visual aids

... Need for more audio-visual materials

Opinion of Course Material Supplied by Publishing Industry in Own Field [1]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Good | 70 | 74 |
| Not good | 30 | 26 |

1/ Question 29a: "Considering only the courses you teach, do you feel that the publishing industry is currently making available an adequate supply of good material?"

Views of Publishing Industry - Profit versus Responsibility [1]

| | Total |
|---|---|
| | % |
| Strikes a good balance | 61 |
| Overly concerned with profits | 35 |
| Not sure | 4 |

1/ Question 29d: "On the whole, would you say that the publishing industry strikes a fair balance between its own profitability and responsibility to the university, or do you feel it is overly concerned with profits?"

## Criticism of Publishing Industry's Concern With Profits[1/]

| | Overly Concerned With Profits |
|---|---|
| | % |
| Total | 35 |
| **Academic Title** | |
| Instructors | 42 |
| Assistant/associate professors | 32 |
| Full professors | 33 |
| **Discipline Area** | |
| Humanities/social sciences/education | 46 |
| Science/math/engineering/business/ economics/vocational | 26 |
| **Type of Institution** | |
| 2 year college | 29 |
| 4 year college or university | 37 |
| **Size of Institution** | |
| Under 5,000 students | 43 |
| 5,000 - 19,999 students | 29 |
| 20,000 students or more | 38 |
| **Geographic Region** | |
| Northeast | 41 |
| North Central | 33 |
| South | 36 |
| West | 30 |

## Criticism of Publishing Industry's Concern With Profits[1/] (Continued)

| | Overly Concerned With Profits |
|---|---|
| | % |
| **Feel Students Need Highly Structured Courses** | |
| Agree fully | 36 |
| Agree only partially or disagree | 34 |
| **Key Groups** | |
| a. 35 years or younger | 37 |
| b. Women faculty | 40 |
| c. Have written at least one basic textbook | 42 |

1/ Question 29c: "On the whole, would you say that the publishing industry strikes a fair balance between its own profitability and responsibility to the university, or do you feel it is overly concerned with profits?"

## How Publishing Houses Can Better Serve Faculty Needs [1]

Trade Data

(Volunteered remarks)

| | 1974 | | 1972 |
|---|---|---|---|
| | % | % [2] | % |
| Cheaper books, prices students can afford | | 17 | 11 |
| Improve quality of textbooks | 12 | | |
| More selective publication for better quality | 6 | 16 | 9 |
| More actively solicit faculty needs and objectives, especially in specific fields | 10 | | |
| More faculty involvement in development of texts | 8 | 16 | 8 |
| More paperbacks (unspecified) | 14 | | |
| More "exclusively hard back" texts in paperback | 3 | 16 | 4 |
| Custom publishing | 10 | | |
| Modular texts | 5 | 15 | - |
| More brochures, catalogues of available materials | 9 | | |
| Better inform professionals of available materials | 7 | 15 | 6 / 7 13 |
| More desk copies, free samples | | 12 | 12 |
| More specific, advanced topic books | 8 | | - |
| More monographs in specialized fields | 3 | 11 | 4 |
| More low cost supplements, workbooks, study guides | | 10 | 10 |
| Update texts, revised editions of successful texts | | 9 | 3 |
| Coordinated material packages: | | | |
| a. texts, supplements, audio-visual | | | |
| b. elementary-to-advanced | | 9 | - |

## How Publishing Houses Can Better Serve Faculty Needs [1]

(continued)

| | 1974 | | 1972 |
|---|---|---|---|
| | % | % [2] | % |
| Gear texts to student level | | 8 | - |
| Find new, better authors | | 7 | 3 |
| Provide more audio-visuals | 6 | | |
| Encourage administrations to purchase more audio-visuals | 1 | 7 | |
| More end-of-chapter questions, study suggestions | | 5 | - |
| More visits by sales representatives | | 4 | 5 |
| Better informed, more qualified salesmen | | 3 | 5 |

1/ Question 2c: "In what ways, if any, do you feel that the publishing houses can better serve your needs today? Please try to give me some specific examples of the changes or additions you'd like to see made."

2/ Combined category totals add to less than the component percentages because of overlap in responses. Some faculty gave both responses and the sums of the separate percentages were adjusted according to the extent of such overlap.

TWO MARKETPLACES: 2-YEAR VERSUS 4-YEAR SCHOOLS

Two Marketplaces: 2-Year Versus 4-Year Schools

Junior colleges comprise a market which in many ways -- some obvious and others more subtle -- differs from that of the 4-year institutions. Of importance to the publishing industry is that junior colleges afford a consistently more congenial and supportive environment for educational materials -- an environment which optimizes on "pluses" for the industry and minimizes many adverse factors.

Different Purposes: At the heart of the matter is that junior colleges are established to serve a unique set of educational functions from the 4-year schools. Faculty members from both types of institutions are widely in accord that junior colleges should not be primarily concerned with advancing their students on to 4-year degree programs, and this difference in purpose is directly coupled with the types of students being served. Junior college faculty are far more inclined to see their students as arriving at college:

... Not well prepared academically
... Not ready to study hard
... Not able to work independently

And, these perceptions of students are bound to influence the teaching approaches and course materials deemed most appropriate.

Emphasis on Readings: Junior college faculty could be described as "material oriented," in the sense of placing greater emphasis on course reading assignments and also in utilizing a wider range of materials than is generally true in the 4-year schools. The junior college course is more often built around the reading assignments, and considerable more use is made of basic textbooks. In addition, supplementary study guides and the like are far more widely utilized in 2-year, as opposed to 4-year schools (71% compared to 43% respectively).

The assignment of "other" books in addition to or in place of a basic text is not as prevalent in junior colleges. Even when such alternative reading sources are used, very seldom do the junior college faculty indicate treating them as "required" assignments.

Textbook Criteria: The qualities looked for in a textbook are quite similar for both the 2-year and 4-year faculty, except on two interesting and relevant points. Junior college teachers are relatively more concerned with:

... Contemporariness and up-to-dateness
... General layout and design

The greater salience of these factors can best be understood as a response to the special challenge of a less sophisticated and undermotivated student. "Contemporariness" may be viewed as a means to capture the attention and interest of such students.

Promotion: Junior college faculty are, by and large, attuned to the same set of information sources as in 4-year schools, except there is somewhat greater attention paid to the advertising and promotion efforts of publishers. In particular, junior college teachers indicate they depend most upon such approaches as sample copies (unrequested) and direct sales calls, while relying relatively less on circulars and brochure information. It is, of course, difficult to say whether this results from differences in outlooks between the two sets of faculty, or from differences in the actual promotional efforts directed at them.

Price Limitations: Junior college faculty express considerable more opinion in favor of limiting the amount of money students must spend on their books for a course. Moreover, the limits which are suggested are sharply more stringent than for the 4-year schools. This point does not necessarily mean a constriction on how much students will actually spend, but it does indicate a special concern of junior college faculty for the economics of course material.

Audio-Visual Material: Another area in which the two marketplaces diverge sharply is their use of audio-visual aids. Better than nine out of ten junior college faculty report currently using some form or another of audio-visual media, which compares to 68% in the 4-year schools. This difference in usage is paralleled by differences in the means by which faculty members find out about such materials. Junior colleges seem to make much more use of both the promotional efforts of publishers and formally established channels of communication within the institution or department.

Views of the Industry: As a final comment on the distinctiveness of these two marketplaces, we find that junior college faculty members are significantly more apt to feel:

... Optimistic about the continued importance of textbooks

... Enthusiastic about the future role of audio-visual media

... Satisfied with currently available publications

... That the industry does, in fact, strike a fair balance between profit and responsibility

Summary Profile of Faculty at Two Year versus Four Year Institutions

| | Total | 2 Year College | 4 Year College |
|---|---|---|---|
| | % | % | % |
| **Junior College Role** | | | |
| Do not agree fully that primary function of junior colleges is preparation for 4 year schools | 87 | 92 | 85 |
| **Impressions of Students** | | | |
| a. Not well prepared academically | 61 | 86 | 51 |
| b. Not ready to study hard | 67 | 74 | 65 |
| c. Not able to work independently | 60 | 68 | 57 |
| **Role of Course Readings** | | | |
| a. Basic of course/summarize class discussion | 32 | 41 | 30 |
| b. Very strongly urge students to read assignments | 59 | 64 | 56 |
| **Reading Materials in Largest Undergraduate Course** | | | |
| a. Basic text used | 81 | 90 | 78 |
| b. "Other books" used | 56 | 47 | 59 |
| c. Other books required | 32 | 5 | 27 |
| Use supplementary materials (study guides, quiz books, etc.) | 51 | 71 | 43 |
| **Important in Text Evaluation** | | | |
| a. Contemporariness/up-to-dateness | 36 | 46 | 32 |
| b. General layout and design | 15 | 25 | 11 |
| Publisher promotion as most helpful information source for new books | 73 | 79 | 70 |



Summary Profile of Faculty at Two Year versus Four Year Institutions (Continued)

| | Total | 2 Year College | 4 Year College |
|---|---|---|---|
| | % | % | % |
| **Most Helpful Promotion Methods** | | | |
| Sample copies (requested) | 60 | 57 | 61 |
| Sample copies (unrequested) | 47 | 53 | 44 |
| Direct sales calls/college travelers | 32 | 39 | 29 |
| Circulars | 19 | 13 | 22 |
| Journal advertisements | 15 | 12 | 16 |
| **Limitations on Amount Students Must Spend on Books Per Course** | | | |
| a. Favor limit | 81 | 86 | 79 |
| b. Suggest limit under $15 | 44 | 67 | 35 |
| **Use of Audio-Visual Materials** | | | |
| Currently use | 74 | 91 | 68 |
| **Sources of Information About Audio-Visuals** | | | |
| Publisher promotion/advertising | 45 | 53 | 42 |
| Informal information from colleagues | 28 | 22 | 30 |
| Formal departmental/college channels | 23 | 38 | 18 |
| **Current Attitude Towards Industry** | | | |
| a. Producing quality material | 67 | 74 | 64 |
| b. Strikes fair balance between profit and responsibility | 61 | 66 | 59 |
| **Future Outlook** | | | |
| a. Foresee decline in importance of textbooks | 43 | 37 | 46 |
| b. Foresee increased importance of media | 71 | 79 | 68 |

## PART II: THE STUDENTS -- DETAILED FINDINGS

### STUDENTS' ATTITUDES, HABITS AND TRENDS

#### Students' Attitudes, Habits and Trends

The various needs, values and expectations which characterize the college student population inevitably bear important consequences for the marketplace for educational materials. Of particular relevance are their attitudes towars what makes the college experience a good one or a bad one, satisfying or frustrating.

Career-Orientation: Our own research on college youth early showed that students divide sharply according to the following two primary motives for attending college:

> "For me college is mainly a practical matter. With a college education I can earn more money, have a more interesting career, and enjoy a better position in society." (65%)
>
> CAREER-MINDED

> "I'm not really concerned with the practical benefits of college. I suppose I take them for granted. College for me is something more intangible; perhaps the opportunity to change things rather than make out well within the existing system." (35%)
>
> POST-AFFLUENT

Trend research has shown a substantial growth in the career-orientation of college youth since the New Values movement of the mid sixties; and, the present study verifies that this contributes to a more favorable operating environment for text producers.

Course Attitudes: In terms of more specific college experiences, this study also reveals that:

... College presents a scholastic challenge to most students, especially in adapting to teaching methods which are unfamiliar from high school's more structured approaches.

... Students prefer a course which is well organized, with a set outline of readings and other assignments.

... Students also seek a sense of participation, making the old lecture approach clearly out of favor these days.

Finding #38: The Transition From High School: For most students, the transition from high school to college is a real one, particularly for those who go into 4-year programs. Overall, two out of three students find the teaching method of college instructors different from their high school teachers; and, nearly half (46%) of all students said they found college more difficult than high school.

A somewhat larger portion of 4-year students than junior college students find college different and more difficult than high school.

Impression of College versus High School

By Type of Institution

| | Total | 2 Year College | 4 Year College |
|---|---|---|---|
| | % | % | % |
| Teaching Approach[1] | | | |
| Very similar | 33 | 40 | 31 |
| Not very similar | 67 | 60 | 69 |
| How Difficult[2] | | | |
| College more difficult | 46 | 32 | 52 |
| Less difficult | 18 | 27 | 15 |
| About the same | 36 | 41 | 33 |

1/ Question 2a: "On the whole, have you found the teaching approach in college to be very similar or not very similar to what you were used to in high school?"

2/ Question 2b: "All in all, would you say college is more difficult for you than high school was, less difficult, or about the same?"

Finding #39: Course Preferences: Students were quite consistent in their preferences about structure and organization of their courses. Nearly two out of three prefer courses which:

... Use several different reading sources rather than relying on a single basic text.

... Are organized and structured rather than open-ended with the content decided on as the course progressed.

... Are based on group discussions rather than lectures.

There was somewhat less support (53%) for the idea of courses which are graded as pass/fail rather than on letter grades.

The most directly relevant of these student preferences -- and also somewhat discouraging from the industry's viewpoint -- is the low support given to basic textbooks over multiple reading sources in a course. It is worth noting, therefore, that this pattern is less extreme in the junior colleges, where dislike for multiple reading assignments is expressed by 41% as compared to just 29% of those in 4-year schools.

Basic textbooks are also looked upon more favorably by those "career-minded" students whose main motives for going to college center on more practical considerations than the intangible and personal values of the post-affluent minority.

## What Students Like and Don't Like About College Courses[1/]

By Type of Institution and Career Minded versus Post-Affluent Values

| | Total | 2 Year College | 4 Year College | Career Minded | Post-Affluent Values |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **A Course Which Uses Several Different Reading Sources Rather Than Relying on a Single Basic Textbook** | | | | | |
| Like | 64 | 57 | 67 | 60 | 75 |
| Dislike | 32 | 41 | 29 | 39 | 21 |
| No answer | 4 | 2 | 4 | 1 | 4 |
| **A Course Which Is Organized and Structured Rather Than Open-Ended and Decided as You Go Along** | | | | | |
| Like | 64 | 63 | 64 | 69 | 56 |
| Dislike | 33 | 35 | 32 | 30 | 39 |
| No answer | 3 | 2 | 4 | 1 | 5 |
| **A Course Judged on a Pass/Fail Basis Rather Than on Letter Grades** | | | | | |
| Like | 53 | 47 | 55 | 51 | 59 |
| Dislike | 43 | 50 | 41 | 47 | 38 |
| No answer | 4 | 3 | 4 | 2 | 3 |
| **A Course Based Primarily on Lectures Rather Than Group Discussions** | | | | | |
| Like | 32 | 35 | 31 | 34 | 31 |
| Dislike | 65 | 61 | 66 | 65 | 65 |
| No answer | 3 | 4 | 3 | 1 | 4 |

1/ Question 3: (SHOW CARD) "Could you please tell me whether the things listed on this card are things you like or dislike about a course?"

Finding #40: Money Problems: While two out of three students express some concern about finding enough money to meet the expenses of living and going to school, only about one out of five consider it a serious problem.

While financial concerns may manifest themselves differently for students of 2- and 4-year colleges, about the same proportion of students in each group feel they have serious money problems.

Student's Concern About Money[1]

| | Total |
|---|---|
| | % |
| Money Is: | |
| A serious problem | 20 |
| Somewhat of a problem | 45 |
| Not much of a problem | 35 |

1/ Question 7a: "In your own personal affairs, how much of a problem is it for you to find enough money to meet the expenses of living and going to school? Is money a serious problem, somewhat of a problem, or not much of a problem?"

Finding #41: Satisfactions With College:. Overall, the vast majority of students are more or less satisfied with the major aspects of their college experience. Only one in twenty expresses serious dissatisfaction with either course work or professors.

However, when it comes to the books the scales change slightly, although most students express general satisfaction. Three times as many (15%) are dissatisfied with the books they have been assigned as with either their courses or professors.

Students for whom money is a serious problem are the group most critical of the texts they must buy, with nearly one in four expressing dissatisfaction.

## Student Views of College [1]

By Type of Institution

| | Total | 2 Year College | 4 Year College |
|---|---|---|---|
| | % | % | % |
| **Courses** | | | |
| Very satisfactory | 28 | 36 | 24 |
| Somewhat satisfactory | 66 | 61 | 68 |
| Unsatisfactory | 6 | 3 | 8 |
| **Professors** | | | |
| Very satisfactory | 31 | 44 | 26 |
| Somewhat satisfactory | 64 | 53 | 69 |
| Unsatisfactory | 5 | 3 | 5 |
| **Books** | | | |
| Very satisfactory | 24 | 26 | 23 |
| Somewhat satisfactory | 61 | 60 | 61 |
| Unsatisfactory | 15 | 14 | 16 |

1/ Question 1a: "In general, as far as you're concerned, have you found the courses you've taken to be very satisfactory, somewhat satisfactory or have you generally found them unsatisfactory?"

Question 1b: "How about your professors?"

Question 1c: "And, how about the books you've been assigned?"

## Opinion of Assigned Books [1]

By Key Groups

| | Very Satisfactory | Somewhat Satisfactory | Unsatisfactory |
|---|---|---|---|
| | % | % | % |
| **Total** | 24 | 61 | 15 |
| **Sex** | | | |
| Male | 24 | 60 | 16 |
| Female | 23 | 62 | 15 |
| **Class Status** | | | |
| Freshman | 29 | 57 | 14 |
| Sophomore | 18 | 67 | 15 |
| Junior | 16 | 68 | 16 |
| Senior/graduate | 28 | 56 | 16 |
| **Type of Institution** | | | |
| 2 year college | 26 | 60 | 14 |
| 4 year college or university | 23 | 61 | 16 |
| **Size of Institution** | | | |
| Under 5,000 students | 25 | 62 | 13 |
| 5,000 - 19,999 students | 24 | 61 | 15 |
| 20,000 students or more | 22 | 59 | 19 |
| **Geographic Region** | | | |
| Northeast | 12 | 69 | 19 |
| North Central | 29 | 57 | 14 |
| South | 25 | 60 | 15 |
| West | 28 | 59 | 13 |
| **Major Subject** | | | |
| Humanities | 27 | 59 | 14 |
| Social sciences | 24 | 60 | 16 |
| Education | 21 | 68 | 11 |
| Science/math/engineering | 25 | 58 | 17 |
| Business/economics | 21 | 59 | 20 |

1/ Question 1c: "In general, as far as you are concerned, have you found the books you've been assigned to be very satisfactory, somewhat satisfactory or have you generally found them unsatisfactory?"

Influence of Money On Satisfaction With College Books[1/]

| | Total | Money Problems | |
|---|---|---|---|
| | | Serious | Not Serious |
| | % | % | % |
| College Books | | | |
| Very satisfactory | 24 | 22 | 24 |
| Somewhat satisfactory | 61 | 55 | 62 |
| Unsatisfactory | 15 | 23 | 14 |

1/ Question 1c: "How about the books you've been assigned? (In general, have you found them very satisfactory, somewhat satisfactory or unsatisfactory?)"

Finding #42: Time Spent Reading: There is considerable variation in the amount of time students report they devote to reading course material, with a median figure standing very near eight hours per week. Dividing between those who read more than this and those who do less, we find the most extensive reading is done by students in:

... The social science disciplines

... Institutions with over 20,000 students

... The northeast region of the country

The least reading is done by junior college students.

Trend: Compared to results from the 1972 study, it would appear that there has been a significant dropoff in the time given to reading, with a shift from 62% who previously read more than eight hours per week, down to just 51% this year. This finding should be qualified, however, by the fact that our sample this time includes a more proportionate share of junior college students who were noted above as reading the least.

## Time Spent Per Week Reading Course Related Materials[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| 8 hours or less per week | 46 | 38 |
| Over 8 hours per week | 51 | 62 |
| Not sure | 3 | - |

1/ Question 10: "About how many hours do you spend reading course related materials during an average week? That is, reading or studying basic textbooks, journals, reference books, or other publications concerned with the college courses you are taking?"

## Time Spent Per Week Reading Course Related Materials[1/]

According to Key Groups

| | 8 Hours or Less Per Week | Over 8 Hours Per Week | No Answer |
|---|---|---|---|
| | % | % | % |
| Total | 46 | 51 | 3 |
| **Sex** | | | |
| Male | 45 | 53 | 2 |
| Female | 47 | 49 | 4 |
| **Class Status** | | | |
| Freshman | 54 | 42 | 4 |
| Sophomore | 51 | 46 | 3 |
| Junior | 56 | 50 | 4 |
| Senior/graduate | 35 | 60 | 5 |
| **Type of Institution** | | | |
| 2 year college | 57 | 40 | 3 |
| 4 year college or university | 41 | 56 | 3 |
| **Size of Institution** | | | |
| Under 5,000 students | 47 | 48 | 5 |
| 5,000 - 19,999 students | 49 | 49 | 2 |
| 20,000 students or more | 40 | 58 | 2 |
| **Geographic Region** | | | |
| Northeast | 52 | 46 | 2 |
| North Central | 35 | 60 | 5 |
| South | 46 | 50 | 4 |
| West | 52 | 46 | 2 |
| **Major Subject** | | | |
| Humanities | 49 | 49 | 2 |
| Social sciences | 38 | 61 | 1 |
| Education | 50 | 41 | 9 |
| Science/math/engineering | 44 | 53 | 3 |
| Business/economics | 41 | 56 | 3 |

1/ Question 10: "About how many hours do you spend reading course related materials during an average week? That is, reading or studying basic textbooks, journals, or reference books, or other publications concerned with the college courses you are taking?"

## BOOK PURCHASING HABITS AND PREFERENCES

### Book Purchasing Habits and Preferences

From the available evidence, students' book purchasing habits have remained essentially stable over the past several years. The "book rush" period at the beginning of the college term still accounts for the bulk of course book buying, and there is no indication of major changes in the amount of money being spent.

There is a possibility that basic textbooks will get a boost through the widened practice of a "textbook option plan." This option plan is one in which professors allow their students to choose which text to buy from among several on an approved list for a course. As with faculty, there is a modest increase in the incidence of such an option for students since the 1972 study.

In another area, there is also reason for encouragement -- i.e., student preferences for used books. Since the baseline study two years ago, there has been a significant rise in the proportion of those who say they would opt for buying all their course books in new rather than used copies. Still, the appeal of used books remains pervasive.

As a final note, there is specific evidence in this section that the career-orientation of most students does, in fact, work in favor of industry interests, at least in the sense of students spending more on books and buying more books during the "rush" period.



Finding #43: Books Purchased During the "Book Rush" Period: The first couple of weeks in each term is when most students do their book shopping, and it might be expected that failure to buy a book then increases the chances of not buying it at all. Three-quarters of our respondents report purchasing most or all of their books during the "rush" period, with only one in ten buying none. Those most likely to buy their books during this time include students in:

... Smaller schools
... Junior colleges
... Business and economics disciplines

Least likely to buy their books during the "rush" period were:

... Those with serious money problems
... Students in the post-affluent value stream

## Books Purchased During "Book Rush" [1]

By Size, Region and Major Subject

| | All | Most | Some | None |
|---|---|---|---|---|
| | % | % | % | % |
| **Total** | **44** | **31** | **14** | **11** |
| **Type of Institution** | | | | |
| 2 year college | 49 | 26 | 14 | 11 |
| 4 year college or university | 43 | 33 | 15 | 9 |
| **Size of Institution** | | | | |
| Under 5,000 students | 55 | 24 | 12 | 9 |
| 5,000 - 19,999 students | 43 | 32 | 15 | 10 |
| 20,000 students or more | 35 | 37 | 16 | 12 |
| **Geographic Region** | | | | |
| Northeast | 39 | 36 | 18 | 7 |
| North Central | 46 | 26 | 16 | 12 |
| South | 49 | 33 | 10 | 8 |
| West | 43 | 31 | 14 | 12 |
| **Major Subject** | | | | |
| Humanities | 43 | 34 | 12 | 11 |
| Social sciences | 36 | 32 | 20 | 12 |
| Education | 44 | 28 | 17 | 11 |
| Science/math/engineering | 47 | 31 | 13 | 8 |
| Business/economics | 52 | 26 | 16 | 6 |

1/ Question 7c: "Of all the course books you've purchased so far this term, about how many did you purchase during the 'book rush' period?...that is during the first two weeks of the term when students purchase most of their books. Would you say you purchased all of them, most, some, or none of them during 'book rush'?"

## Influence of Money and Basic Views Toward College on Book Purchasing Habits [1]

| | | Money | | Views | |
|---|---|---|---|---|---|
| | Total | Serious Problem | Not Serious Problem | Career Minded | Post-Affluent |
| | % | % | % | % | % |
| **Purchased During Book Rush** | | | | | |
| All course books | 44 | 40 | 46 | 47 | 39 |
| Most course books | 31 | 29 | 32 | 33 | 28 |
| Some course books | 14 | 16 | 14 | 13 | 18 |
| None | 11 | 15 | 8 | 7 | 5 |

1/ Question 7c: "Of all the course books you've purchased so far this term, about how many did you purchase during the 'book rush' period?...that is, during the first two weeks of the term when students purchase most of their books. Would you say you purchased all of them, most, some, or none of them during 'book rush'?"

Finding #44: Money Spent on Books: Books are bound to be a major item in the student budget, but one which can hardly be avoided altogether. Seven out of ten respondents reported spending more than $30 on course books for the term still in progress, with those spending the most being:

... Students in larger institutions -- 20,000 students or more

... Science/math/engineering majors

... Business/economics majors

Another group who spent above the norm on course books for the term were those students who had expressed the least satisfaction with books in college generally. This might suggest that part of their dissatisfaction stemmed from a sense of not getting their money's worth.

Finally, we note that the career-minded majority spent more on books than their post-affluent valued peers -- further testimony to the linkages between careerism and book purchasing habits.

Amount Spent on Course Books[1]

By Key Groups

| | Spent $30 or Less | Spent Over $30 |
|---|---|---|
| Total | 29 | 71 |
| **Sex** | | |
| Male | 28 | 72 |
| Female | 30 | 70 |
| **Class Status** | | |
| Freshman | 26 | 74 |
| Sophomore | 27 | 73 |
| Junior | 31 | 69 |
| Senior/graduate | 33 | 67 |
| **Type of Institution** | | |
| 2 year college | 29 | 71 |
| 4 year college or university | 30 | 70 |
| **Size of Institution** | | |
| Under 5,000 students | 36 | 64 |
| 5,000 - 19,999 students | 29 | 71 |
| 20,000 students or more | 23 | 77 |
| **Geographic Region** | | |
| Northeast | 26 | 74 |
| North Central | 31 | 69 |
| South | 28 | 72 |
| West | 31 | 69 |
| **Major Subject** | | |
| Humanities | 30 | 70 |
| Social sciences | 28 | 72 |
| Education | 50 | 50 |
| Science/math/engineering | 25 | 75 |
| Business/economics | 21 | 79 |

1/ Question 7b: "How much money in total would you say you've spent on course books so far this term?"

Money Spent on Course Books 1/

By Concern About Money, Satisfaction With Books and Basic Views Toward College

| | Spent $30 or Less | Spent Over $30 |
|---|---|---|
| | % | % |
| Total | 29 | 71 |
| **Money Is:** | | |
| A serious problem | 30 | 70 |
| Not a serious problem | 29 | 71 |
| **Satisfaction With Assigned Books** | | |
| Very satisfied | 30 | 70 |
| Somewhat satisfied | 32 | 68 |
| Not satisfied | 19 | 81 |
| **Basic Views Toward College** | | |
| Career minded | 27 | 73 |
| Post-affluent | 34 | 66 |

1/ Question 7b: "How much money in total would you say you've spent on course books so far this term?"

Finding #45: Preferences for Used Books: Used books hold a strong appeal for most students, with nearly one out of two saying they would consistently choose a used over a new book when both were available. The preference for used books is significantly less, however, among:

... Freshmen

... Junior college students

... Students in smaller institutions -- under 5,000 students

Trend: Despite the widespread appeal of used books, the picture has grown somewhat brighter for the new book market since the study in 1972. This year, there are nearly twice as many students (22% compared to 12% two years ago) preferring to buy all their books in new copy; and the proportion who would buy only used books has dropped from 59% to just 47%.

## Preference for New versus Used Course Books[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| All new books | 22 | 12 |
| All used books | 47 | 59 |
| Some of each | 31 | 29 |

1/ Question 7d: "When both new and used books are equally available for each course, which do you buy?"

## Preference for New versus Used Books[1/]

By Key Groups

| | All Used | Some/All New |
|---|---|---|
| | % | % |
| Total | 47 | 53 |
| **Sex** | | |
| Male | 47 | 53 |
| Female | 46 | 54 |
| **Class Status** | | |
| Freshman | 39 | 61 |
| Sophomore | 48 | 52 |
| Junior | 46 | 54 |
| Senior/graduate | 53 | 47 |
| **Type of Institution** | | |
| 2 year college | 40 | 60 |
| 4 year college or university | 50 | 50 |
| **Size of Institution** | | |
| Under 5,000 students | 36 | 63 |
| 5,000 - 19,999 students | 49 | 51 |
| 20,000 students or more | 55 | 45 |
| **Geographic Region** | | |
| Northeast | 46 | 54 |
| North Central | 48 | 52 |
| South | 46 | 55 |
| West | 48 | 52 |
| **Major Subject** | | |
| Humanities | 45 | 55 |
| Social sciences | 43 | 57 |
| Education | 56 | 44 |
| Science/math/engineering | 43 | 57 |
| Business/economics | 55 | 45 |

1/ Question 7d: "When both new and used books are equally available for each course which do you buy?"

Finding #46: Textbook Option Plan: Some faculty members have been known to offer their students a choice of approved textbooks for a course, but the incidence of such an option is relatively low. Only 15% of the student sample report ever being offered such a choice.

Most students, however, (66%) felt that a textbook option plan was a good idea. Support was especially strong (76%) among those majoring in education.

Trend: A comparison of this year's results tothe 1972 baseline study reveals a modest increase in the incidence of textbook option plans.

Number of Courses Offering Textbook Option Plan[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| None | 83 | 89 |
| One | 10 | 9 |
| Two | 3 | 2 |
| Three or more | 2 | - |
| No answer | 2 | - |

1/ Question 9a: "As you may know, in some courses professors are allowing each student to select which basic textbook(s) he/she would prefer to use from a list of several approved basic textbooks. In how many of your college courses have you been given this option, if any?"

Question 6a: "As you may know, in some courses professors are allowing each student to select which basic textbook(s) he/she would prefer to use from a list of several approved basic textbooks. During the past school year, in how many courses have you been given this option, if any?"

## Student Opinion of Textbook Option Plan[1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very good/good idea | 66 | 62 |
| Not a good idea | 24 | 24 |
| A poor idea | 9 | 13 |
| No answer | 1 | 1 |

1/ Question 9b: "How do you personally feel about this system (textbook option)? Would you say it is a very good idea, a good idea, not a good idea, or a poor idea?"

## Opinion of Textbook Option[1/]

By Major Subject

| | Very Good/ Good | Not Good/ Poor |
|---|---|---|
| | % | % |
| Total | 67 | 33 |
| Major Subject | | |
| Humanities | 65 | 35 |
| Social sciences | 67 | 33 |
| Education | 76 | 24 |
| Science/math/engineering | 65 | 35 |
| Business/economics | 62 | 38 |

1/ Question 9b: "How do you personally feel about this system (textbook option plan)? Would you say it is a very good idea, a good idea, not a good idea, or a poor idea?"

Finding #47: Purchase of Outline/Review Books: The purchase of outline or review books has experienced an apparent decline since the 1972 baseline study. At that time, 33% of the students interviewed reported buying at least one such publication, while the figure this year is at 23%.

Outline and review books are most popular among junior colleges where one in three (31%) of the students reported purchasing them.

The major purpose for which students buy these materials continues to be as supplements to the textbooks they are using.

Purchases of Outline/Review Books This Term [1/]

Trend Data

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| None | 77 | 67 |
| One | 13 | 11 |
| Two | 6 | 10 |
| Three or more | 4 | 12 |

1/ Question 11a: "How many outline or review books have you purchased this term?"

Purchase of Outline and Review Books This Term [1/]

By Key Groups

| | Purchasers |
|---|---|
| | % |
| Total | 23 |
| **Sex** | |
| Male | 23 |
| Female | 25 |
| **Class Status** | |
| Freshman | 28 |
| Sophomore | 27 |
| Junior | 26 |
| Senior/graduate | 17 |
| **Type of Institution** | |
| 2 year college | 31 |
| 4 year college or university | 21 |
| **Size of Institution** | |
| Under 5,000 students | 26 |
| 5,000 - 19,999 students | 26 |
| 20,000 students or more | 19 |
| **Geographic Region** | |
| Northeast | 17 |
| North Central | 23 |
| South | 29 |
| West | 27 |
| **Major Subject** | |
| Humanities | 23 |
| Social sciences | 18 |
| Education | 28 |
| Science/math/engineering | 25 |
| Business/economics | 25 |

1/ Question 11a: "How many outline or review books have you purchased this term?"

Reasons for Using Outline/

Review Books 1/

Trend Data

(Base: Purchased outline/review books - 24%)

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Supplement for text | 57 | 47 |
| Substitute for text | 3 | 6 |
| As both a substitute and a supplement | 18 | 24 |
| Review guide for exams | 20 | 32 |
| No answer | 2 | - |

1/ Question 11b: "On occasions when you have purchased outline or review books, did you buy them only as a substitute for the required basic textbook, only as a supplement to the required basic textbook, both as a substitute and supplement for textbooks, or did you buy them as review books for exams?"





The College-Sponsored Bookstore

The college-sponsored bookstore has clearly established a stable hegemony over the college marketplace. Only a tiny fraction in this year's sample of students (4%) did not have one available at their school, and the vast bulk of course book shopping is done there in all cases. Although students, like their faculty counterparts, are not overly impressed with the job being done by college bookstores, the balance of opinion is clearly more favorable than negative. Moreover, compared to results of two years ago, the college bookstores have remained exactly the same in student esteem.

Although high prices are the main grievance against college bookstores, the used book market also seems to play a role in diverting some students to other stores.

Finding #48: Student Opinions of College-Sponsored Bookstore: Just over half the students with one available rate their college-sponsored bookstores as doing somewhat less than a good job -- a finding wholly consistent with what faculty members indicated, as well. The strongest criticism issues from the upper classmen (juniors and seniors), and also from students in the northeast region of the country. Least critical of their college-sponsored bookstores are freshmen students and those attending junior colleges. (The higher figure for students in the western region result simply from the greater concentration of junior colleges there.)

Trend: Overall, student evaluations of college-sponsored bookstores are exactly the same this year as in the 1972 study.

Job Done by College-Sponsored Bookstore 1/

Trend Data

(Base: Students at schools with college-sponsored bookstores - 96%)

| | 1974 | 1972 |
|---|---|---|
| | % | % |
| Very good/good job | 47 | 47 |
| Fair job | 34 | 35 |
| Poor/very poor job | 17 | 15 |
| Not sure | 2 | 3 |

1/ Question 8b: "In general, would you say that the college-sponsored bookstore is doing a very good job, a good job, a fair job, a poor job, or a very poor job?"

## Job Done By College Bookstore[1/]

(Base: Students at colleges with a college bookstore - 96%)

| | Very Good/ Good | Fair | Poor/ Very Poor | Not Sure |
|---|---|---|---|---|
| | % | % | % | % |
| Total With College Bookstores | 47 | 34 | 17 | 2 |
| **Sex** | | | | |
| Male | 44 | 36 | 19 | 1 |
| Female | 51 | 32 | 15 | 2 |
| **Class Status** | | | | |
| Freshman | 58 | 31 | 9 | 2 |
| Sophomore | 51 | 31 | 16 | 2 |
| Junior | 38 | 42 | 18 | 2 |
| Senior/graduate | 39 | 35 | 21 | 3 |
| **Type of Institution** | | | | |
| 2 year college | 57 | 29 | 11 | 3 |
| 4 year college or university | 44 | 37 | 18 | 1 |
| **Size of Institution** | | | | |
| Under 5,000 students | 45 | 39 | 13 | 3 |
| 5,000 - 19,999 students | 50 | 29 | 19 | 2 |
| 20,000 students or more | 45 | 38 | 16 | 1 |
| **Geographic Region** | | | | |
| Northeast | 30 | 43 | 26 | 1 |
| North Central | 49 | 33 | 16 | 2 |
| South | 54 | 32 | 12 | 2 |
| West | 56 | 32 | 11 | 1 |
| **Major Subject** | | | | |
| Humanities | 49 | 30 | 19 | 2 |
| Social sciences | 46 | 40 | 14 | - |
| Education | 42 | 40 | 15 | 3 |
| Science/math/engineering | 47 | 34 | 18 | 1 |
| Business/economics | 48 | 36 | 14 | 2 |

1/ Question 8b: "In general, would you say that the college sponsored bookstore is doing a very good job, a good job, a fair job, a poor job, or a very poor job?"

Finding #49: Ways College-Sponsored Bookstore is Not Doing a Good Job: The main gripe against college-sponsored bookstores, expressed by one student out of every two, is that prices are too high. Other complaints center on:

... Does not pay enough for used books

... Inadequate supply of course books

... Does not sell enough used books

Clearly, the used book question is of far more salience to students than to faculty, who did not include it at all in their references to the college-sponsored bookstore. However, both faculty and students share a concern over the adequacy of course-related book inventory.

Ways in Which College Bookstore Is Not Doing a Good Job[1/]

(Base: Students at colleges with a college bookstore - 96%)

| | Total With College Bookstore |
|---|---|
| | % |
| Prices too high | 54 |
| Does not buy or pay enough for used books | 27 |
| Inadequate supply of course books | 25 |
| Does not sell enough used books | 23 |
| Does not have a wide erough selection | 14 |
| Bad at handling special orders | 7 |
| Other | 2 |
| Not sure | 4 |

1/ Question 8c: (SHOW CARD) "In which of the ways listed here do you think your college-sponsored bookstore is not doing a good job? Pick just the one or two most serious ways."

Finding #50: Where Most Course Books Are Purchased: The vast majority of students (82%) indicate they shop at the college-sponsored bookstore when such is available. The appeal of other bookstores seems primarily to be in the search for used books, with 16% of students who prefer buying all used books shopping at these other stores, compared to just 7% of other students.

Students in the larger schools also tend to shop less often at their college-sponsored bookstore, while those attending junior colleges do so more often.

Finding #50: Where Most Course Books Are Purchased: The vast majority of students (82%) indicate they shop at the college-sponsored bookstore when such is available. The appeal of other bookstores seems primarily to be in the search for used books, with 16% of students who prefer buying all used books shopping at these other stores, compared to just 7% of other students.

Students in the larger schools also tend to shop less often at their college-sponsored bookstore, while those attending junior colleges do so more often.

Where Most Course Books Are Purchased[1/]

By Book Preference

(Base: Students at colleges with a college bookstore - 9[illegible])

| | Total With College Bookstore | Prefer All Used Books | Prefer Some/All New Books |
|---|---|---|---|
| | % | % | % |
| College bookstore | 82 | 74 | 88 |
| Other bookstore | 11 | 16 | 7 |
| Other students | 4 | 5 | 2 |
| All other/no answer | 3 | 5 | 3 |

1/ Question 8d: "Where do you buy most of your course books?"

## Where Most Course Books Are Purchased [1]

By Key Groups

(Base: Students at colleges with a college bookstore - 96%)

| | College Bookstore | Other Bookstores | Other Students | Other/ No Answer |
|---|---|---|---|---|
| | % | % | % | % |
| Total With College Bookstore | 82 | 11 | 4 | 3 |
| **Sex** | | | | |
| Male | 80 | 13 | 4 | 3 |
| Female | 83 | 10 | 4 | 3 |
| **Class Status** | | | | |
| Freshman | 89 | 3 | 5 | 3 |
| Sophomore | 83 | 9 | 4 | 4 |
| Junior | 79 | 14 | 4 | 3 |
| Senior/graduate | 75 | 19 | 2 | 4 |
| **Type of Institution** | | | | |
| 2 year college | 88 | 3 | 6 | 3 |
| 4 year college or university | 79 | 15 | 3 | 3 |
| **Size of Institution** | | | | |
| Under 5,000 students | 90 | 2 | 5 | 3 |
| 5,000 - 19,999 students | 83 | 11 | 5 | 1 |
| 20,000 students or more | 69 | 25 | * | 6 |
| **Geographic Region** | | | | |
| Northeast | 83 | 10 | 2 | 5 |
| North Central | 85 | 11 | 2 | 2 |
| South | 77 | 13 | 6 | 4 |
| West | 82 | 11 | 4 | 3 |
| **Major Subject** | | | | |
| Humanities | 83 | 9 | 4 | 4 |
| Social sciences | 81 | 13 | 4 | 2 |
| Education | 81 | 11 | 4 | 4 |
| Science/math/engineering | 78 | 15 | 4 | 3 |
| Business/economics | 82 | 11 | 2 | 5 |

* Less than 0.5%.

1/ Question 8d: "Where do you buy most of your course books?"

## BASIC TEXTBOOKS

### Basic Textbooks

Students offer the same picture as did faculty members concerning the pervasive use of basic textbooks in the college curriculum. The appeal of basic texts is naturally greatest for the more introductory courses, which undoubtedly contributes to their special attraction in junior colleges.

Not only are basic texts widely assigned, they are nearly always treated as "required" reading sources, and this helps account for the uniformly high rate at which students report actually purchasing the book. The students themselves indicate little dissatisfaction with having bought the book, and only rarely is it not found useful in the course. It is clear that basic texts, when assigned, are a course's staple reading, in the minds of both faculty and students.

Failure to purchase the text, however, does go up for students with serious money problems and this fact identifies one area of threat should the economic situation of students become less secure than at present.

Paperbacks: Again confirming faculty reports, students tell of only a minority of instances when their basic textbook was available in paperback edition.

Used Copies: Basic texts are available in used copies about half the time. In contrast to the appeal of paperbacks, however, new copies are purchased about as often as used when both are available.

Resale: A used book market is obviously sustained on the back of students' resale habits, and many students plan well ahead of time to sell back their text at the term's end. A qualitative comparison with findings of the study two years ago indicates no real change in such inclinations, but it is a matter to be carefully monitored in the future.

The main stimuli to keeping the text are the student's interest and enjoyment of the course itself, as well as satisfaction with college books generally. Probably the most effective appeal against resale lies in reinforcing what we have already seen to be the growing seriousness of students' career-orientations -- i.e., to emphasize the future usefulness of the book and its professional relevance.

Frame-of-Reference: For more specific information about course book assignments and purchasing habits, students were asked to refer to their largest class -- the same procedure as employed in the faculty interviews. This device economized on interview time, yet still gathers the most pertinent information about courses which comprise the largest share of students and therefore of the marketplace.

The following is a brief summary of the modal characteristics of the classes being referred to in this section and the following section on "other" books:

| | % |
|---|---|
| **Department** | |
| Social Sciences | 25 |
| Humanities | 24 |
| Science | 22 |
| Business/economics | 13 |
| Education | 7 |
| Math/engineering | 7 |
| Vocational/other | 2 |
| **Size** | |
| 50 or less | 59 |
| Over 50 | 41 |
| **Level** | |
| Introductory | 63 |
| Advanced | 37 |
| **Required Course** | |
| Yes | 66 |
| No | 34 |
| **Course Was:** | |
| In main area of interest | 52 |
| Not in main area of interest | 48 |
| **Course Structure** | |
| Mainly lecture | 56 |
| Mainly discussion | 15 |
| Lab course | 5 |
| Combination | 23 |
| Other | 1 |

| | % |
|---|---|
| **Lectures Based on Assigned Reading** | |
| Yes | 66 |
| No | 23 |
| Sometimes | 11 |
| **Studying Primarily:** | |
| Class notes | 32 |
| Reading material | 36 |
| Both | 28 |
| Other | 2 |
| No answer | 2 |

**Finding #51: Assignment of Basic Textbook in Largest Class:**

Overall, more than eight out of ten students report a basic textbook being used in their largest class. Those courses using a basic text most frequently were:

... Introductory, rather than advanced

... Lectures, rather than group discussions

... In junior colleges more than 4-year schools

... In business and hard sciences more often than in the humanities or social sciences

When a basic textbook is assigned, it is almost always treated as a "required" reading source. The only group differences here are somewhat anomolous. The social sciences, which assign a basic text least, require it most often, but the hard sciences, which assign a basic text most often, require it least.

**Usage of Basic Textbook in Largest Class** 1/

By Key Groups

| | Basic Textbook Used | Basic Textbook Not Used |
|---|---|---|
| | % | % |
| **Total** | 83 | 17 |
| **Sex** | | |
| Male | 83 | 17 |
| Female | 83 | 17 |
| **Class Status** | | |
| Freshman | 87 | 13 |
| Sophomore | 88 | 12 |
| Junior | 87 | 13 |
| Senior/graduate | 73 | 27 |
| **Type of Institution** | | |
| 2 year college | 91 | 9 |
| 4 year college or university | 80 | 20 |
| **Largest Class** | | |
| Department | | |
| Humanities | 72 | 28 |
| Social sciences/education | 81 | 19 |
| Science/math/engineering | 90 | 10 |
| Business/economics | 95 | 5 |
| Level of Course | | |
| Introductory | 86 | 14 |
| Advanced | 78 | 22 |
| Course Structure | | |
| Mainly lecture | 88 | 12 |
| Not mainly lecture | 76 | 24 |
| Course Is: | | |
| In major area of interest | 82 | 18 |
| Not in major area of interest | 84 | 16 |
| Attitude About Course | | |
| Like a great deal | 80 | 20 |
| Do not like greatly | 85 | 15 |

1/ Question 13a: "First of all, is a basic textbook being used?"

## Requirement of Basic Textbook in Largest Class 1/

By Key Groups

(Base: Basic textbook assigned in largest class - 83%)

| | Required | Recommended |
|---|---|---|
| | % | % |
| **Total Used Basic Textbook** | **87** | **13** |
| **Sex** | | |
| Male | 87 | 13 |
| Female | 87 | 13 |
| **Class Status** | | |
| Freshman | 84 | 16 |
| Sophomore | 90 | 5 |
| Junior | 89 | 11 |
| Senior/graduate | 86 | 14 |
| **Type of Institution** | | |
| 2 year college | 88 | 12 |
| 4 year college or university | 86 | 14 |
| **Largest Class** | | |
| Department | | |
| Humanities | 87 | 13 |
| Social sciences/education | 90 | 10 |
| Science/math/engineering | 82 | 18 |
| Business/economics | 93 | 7 |
| Level of Course | | |
| Introductory | 89 | 11 |
| Advanced | 85 | 15 |
| Course Structure | | |
| Mainly lecture | 87 | 13 |
| Not mainly lecture | 86 | 14 |
| Course Is: | | |
| In major area of interest | 88 | 12 |
| Not in major area of interest | 86 | 14 |
| Attitude About Course | | |
| Like a great deal | 86 | 14 |
| Do not like greatly | 88 | 12 |

1/ Question 14b: "Is the text required or only a recommended assignment?"



Finding #52: Purchase of Assigned Basic Textbook: When a basic text is assigned in a course, it is purchased by nine students out of ten overall. Those students who do not buy the basic text usually say they have access to a friend's copy.

Two factors relate very directly to the likelyhood of purchasing an assigned basic text:

... If it is "required," the number who fail to buy the text is cut in half -- from 19% to 9%.

... For students with a "serious money problem," the likelyhood of not purchasing the text is nearly double (17% compared to 9%) other students.

Extent of Purchase of Basic Textbook Assigned in Largest Class[1/]

By Concern About Money and Where Textbook Is Required

(Base: Basic textbook used in largest class - 83%)

| | Total Used Basic Textbook | Money Problems | | Basic Textbook | |
|---|---|---|---|---|---|
| | | Very Serious | Not Very Serious | Required | Only Recommended |
| | % | % | % | % | % |
| Purchased text | 90 | 83 | 91 | 91 | 81 |
| Did not purchase text | 10 | 17 | 9 | 9 | 19 |

1/ Question 14e: "Have you actually purchased a copy of the textbook?"

Finding #53: Perceived Usefulness of the Basic Textbook: Regardless of how they are grouped, the vast majority (87%) find their assigned basic textbook to be at least somewhat useful in comprehending the course. Those groups for whom the basic text is most often found "very useful" include:

... Upper classmen

... Business and economics majors

... Those for whom the course is within their major area of interest

... Those who like the course a great deal

## Importance of Textbook Used in Largest Class to Understanding Course[1/]

By Key Groups

(Base: Basic textbook used in largest class - 83%)

| | Very Useful | Somewhat Useful | Not Useful | No Answer |
|---|---|---|---|---|
| | % | % | % | % |
| Total Used Basic Textbook | 45 | 42 | 12 | 1 |
| **Sex** | | | | |
| Male | 46 | 42 | 11 | 1 |
| Female | 44 | 43 | 13 | - |
| **Class Status** | | | | |
| Freshman | 38 | 51 | 11 | - |
| Sophomore | 45 | 41 | 13 | 1 |
| Junior | 47 | 43 | 10 | - |
| Senior/graduate | 51 | 35 | 14 | - |
| **Type of Institution** | | | | |
| 2 year college | 42 | 38 | 10 | 1 |
| 4 year college or university | 35 | 34 | 10 | 1 |
| **Largest Class** | | | | |
| Department | | | | |
| Humanities | 47 | 39 | 13 | 1 |
| Social sciences/education | 41 | 43 | 15 | 1 |
| Science, math/engineering | 42 | 47 | 11 | - |
| Business/economics | 54 | 39 | 7 | - |
| Level of Course | | | | |
| Introductory | 43 | 43 | 13 | 1 |
| Advanced | 49 | 41 | 10 | - |
| Course Structure | | | | |
| Mainly lecture | 45 | 42 | 13 | - |
| Not mainly lecture | 43 | 44 | 12 | 1 |
| Course Is: | | | | |
| In major area of interest | 54 | 35 | 11 | - |
| Not in major area of interest | 35 | 52 | 13 | - |
| Attitude About Course | | | | |
| Like a great deal | 60 | 33 | 7 | - |
| Do not like greatly | 34 | 50 | 15 | 1 |

1/ Question 14a: "Would you say that this textbook is very useful in helping understand the course, somewhat useful or not particularly useful?"



**Finding #54: Satisfaction with Having Purchased the Basic Text:** By and large, students are well satisfied with having purchased the basic textbook in their largest course. Only one in five wish they had not bought it.

The level of satisfaction is even higher among students taking a course in their own special field of interest. Of this group only one in ten wish they hadn't bought it.

## Satisfaction With Textbook Purchased for Largest Class[1/]

By Area of Interest

(Base: Purchased basic textbook for largest class - 74%)

| | Total Purchased Basic Text | Course Is: In Major Area of Interest | Course Is: Not in Major Area of Interest |
|---|---|---|---|
| | % | % | % |
| Satisfied with purchase | 79 | 87 | 71 |
| Wish I hadn't bought it | 20 | 12 | 28 |
| No answer | 1 | 1 | 1 |

1/ Question 14j: "Would you say you're generally satisfied with having purchased the textbook or do you wish you hadn't bought it?"

Finding #55: Books As Course Criteria: Apart from usefulness, students really don't count books as important in deciding whether they like the course or not. By far the most important features of the class are the subject matter itself and the professor. It should be noted, however, that books find just a little more salience when students dislike a class than when they like it, which suggests they react more to the negative than to the positive qualities of books. Nevertheless, there is no indication that books are any kind of a sore point with students -- just that they aren't given a lot of attention one way or the other by most.

Reasons Why Like/Dislike Largest Class 1/

| Reasons | Like a Great Deal | Like Somewhat or Dislike |
|---|---|---|
| | % | % |
| Subject matter | 60 | 49 |
| Professor | 49 | 42 |
| Books used | 5 | 12 |
| Students in course | 4 | 6 |
| Other | 2 | 4 |

1/ Question 12g: "Why do you feel this way (like/dislike) about the course? Is it primarily because of the professor, the subject matter, the books, the other students in the course or what?"

Finding #56: Purchase of Basic Textbook in Paperback Versus Hard Cover: Of all students who reportedly purchased an assigned basic textbook, nearly eight out of ten acquired a hard cover edition. This results, of course, simply from the fact that most of the time (83%) the basic text was only available in hard cover.

Purchase Pattern of Basic Textbook in Largest Class 1/

Hard Cover versus Paperback

(Base: Purchased basic textbook in largest class - 74%)

| | Total Purchased Basic Textbook |
|---|---|
| | % |
| Total purchased hard cover | 77 |
| Total purchased paperback | 20 |
| No answer | 3 |

1/ Question 14h: "Is the copy of the text which you bought in hard cover or paperback?"

Purchase Pattern of Basic Textbook

in Largest Class [1]

New versus Used Copies

(Base: Purchased basic textbook in largest class - 74%)

| | Total Purchased Basic Textbook |
|---|---|
| | % |
| Total purchased new copy | 73 |
| Total purchased used copy | 25 |
| No answer | 2 |

1/ Question 14i: "Is it (the basic text) a new or a used copy?"

Finding #57: Purchase of Basic Textbook in Used Copy: Three out of four of those who bought the assigned basic textbook acquired it in new copy form, compared to just 25% who bought a used copy. However, as in the case of paperback purchases, this pattern is primarily due to the relative scarcity of used copies of the book. When both new and used were equally available, we find that students were just as likely to purchase a used copy as a new one.

Purchase Preference of Basic

Textbook in Largest Class [1]

New versus Used Copies

(Base: Purchased basic textbook in largest class - 74%)

| | Total Purchased Basic Textbook |
|---|---|
| | % |
| When Believed Textbook Was Available Both New and Used | |
| Purchased new copy | 24 |
| Purchased used copy | 24 |
| No answer | 1 |

1/ Question 14d: "What about used copies? Are there used copies of this text available?"

Question 14i: "Is it (the copy you purchased) a new or used copy?"

Finding #58: Plans to Keep or Resell Basic Textbook: The majority of students (57%) say they plan to keep rather than resell the basic textbook purchased for their largest class. However, one student in four definitely planned to resell the book. Another 14% felt they probably would.

The most prevalent reason for keeping the book, offered by over half of those who planned to keep it, was for its use as a future reference source. Less often, students wanted simply to add to their personal library or to keep the book because it was in their major field of interest.

Numerous factors show a moderate to strong association with the tendency to want to keep the basic textbook rather than resell it. Students who were most likely to want to keep the text were typically:

- ... Those who liked the course
- ... Those for whom the course was within their field of interest
- ... Upper classmen, especially seniors and graduate students
- ... Students taking advanced rather than introductory courses

Two other interesting factors are related to plans to keep the basic text:

- ... General satisfaction with college course books
- ... Predisposition to buy new over used books

What Plan to Do with Basic Textbook:

After Term[1/]

(Base: Purchased textbook in largest class - 74%)

| | Total Purchased Basic Textbook |
|---|---|
| | % |
| Plan to keep it | 57 |
| Will probably resell | 14 |
| Will definitely resell | 27 |
| Not sure | 2 |

1/ Question 14k: "When the term is over, do you definitely plan to resell the textbook, probably plan to resell it, or do you plan to keep it?"

## Reasons Why Plan to Keep Basic Textbook After Term [1]

(Base: Purchased textbook and plan to keep it - 43%)

| | Total Purchased Basic Textbook and Plan to Keep It |
|---|---|
| | % |
| Future reference source | 57 |
| To build personal library | 16 |
| In major field of interest | 11 |
| Good/interesting | 6 |
| All other | 10 |

1/ Question 141: (SHOW CARD) "Which of these would you say is your main reason for wanting to keep this book?"

## Plans to Keep Basic Textbook [1]

By Key Groups

(Base: Purchased basic textbook for largest class - 74%)

| | Plan to Keep |
|---|---|
| | % |
| Total Purchased Basic Textbook | 57 |
| **Class Status** | |
| Freshman | 51 |
| Sophomore | 51 |
| Junior | 55 |
| Senior/graduate | 70 |
| **Type of Institution** | |
| 2 year college | 53 |
| 4 year college or university | 59 |
| **Largest Class** | |
| Department | |
| Humanities | 55 |
| Social sciences/education | 58 |
| Science/math/engineering | 54 |
| Business/economics | 63 |
| Class Size | |
| Under 50 | 61 |
| 50 or more | 52 |
| Level of Course | |
| Introductory | 51 |
| Advanced | 70 |
| Course Structure | |
| Mainly lecture | 55 |
| Not mainly lecture | 61 |
| Course is: | |
| In major area of interest | 69 |
| Not in major area of interest | 44 |
| Attitude About Course | |
| Like a great deal | 72 |
| Do not like greatly | 47 |

Plans to Keep Basic Textbook[1/]
(Continued)

By Key Groups

(Base: Purchased basic textbook for largest class - 74%)

| | Plan to Keep |
|---|---|
| | % |
| General Satisfaction With College Books | |
| Very satisfied | 66 |
| Somewhat satisfied | 56 |
| Dissatisfied | 50 |
| Generally Prefer to Buy: | |
| All used books | 47 |
| Some/all new books | 65 |

1/ Question 14k: "When the term is over, do you definitely plan to resell the text, probably plan to resell it, or do you plan to keep it?"



"Other" Books

Again consistent with faculty reports, about half the students tell of books other than a basic text being assigned in their largest class. Compared to basic textbooks, these "other" books are a little less likely to be "required" assignments, and correspondingly the purchase rates are less, as well.

The use of multiple reading sources follows a pattern opposite to that of basic texts -- enjoying their greatest usage in advanced courses rather than introductory, and less often in junior colleges than in the 4-year schools. Also, the subject matter of the humanities and social sciences apparently lends itself more to such "other" books than is true in the hard sciences or business courses. The real appeal of books beyond a basic text comes when flexibility or multiple viewpoints are at stake, and where the availability of a suitable basic textbook is less likely.

Paperbacks and Used Copies: As would be expected, these "other" books are widely available in paperback editions, and are purchased as such most of the time. Indirectly, however, this seems to lead to a weaker used book market among such publications, undoubtedly because of lesser cost differentials and the shorter longevity of paperback material.

Resale: The resale rate for these "other" books is about the same as for textbooks, and seems conditioned by most of the same factors.

Finding #59: Use of Books Other Than Basic Text in Largest Class: Just under half the student sample report their largest class was using one or more books besides a basic textbook. The incidence of such alternative reading assignments shows sharp variation according to the type of course involved, with highest usage among:

- ... Humanities and social science courses far more than in the hard sciences, business or economics.
- ... Four-year schools substantially more than in the junior colleges.
- ... Advanced rather than introductory courses.
- ... Discussion or seminar classes more than in lecture courses.

Number of "Other Books" Used In Largest Class[1/]

| | Total Used "Other Books" |
|---|---|
| | % |
| None | 54 |
| One | 19 |
| Two | 8 |
| Three | 6 |
| Four or more | 13 |

1/ Question 13b: "Are there any other books besides the basic textbooks being used in the course?"

Question 15a: "How many other books besides a basic textbook have been assigned in this course?"

Usage of Course Books Other Than Basic Textbook

in Largest Class[1]

By Type of Institution and Course Characteristics

| | "Other Books" Used | "Other Books" Not Used |
|---|---|---|
| | % | % |
| Total | 46 | 54 |
| **Type of Institution** | | |
| 2 year college | 38 | 62 |
| 4 year college or university | 50 | 50 |
| **Largest Class** | | |
| **Department** | | |
| Humanities | 57 | 43 |
| Social sciences/education | 53 | 47 |
| Science/math/engineering | 40 | 60 |
| Business/economics | 25 | 75 |
| **Level of Course** | | |
| Introductory | 43 | 57 |
| Advanced | 52 | 48 |
| **Course Structure** | | |
| Mainly lecture | 42 | 58 |
| Not mainly lecture | 51 | 49 |

1/ Question 13b: "Are any other books besides the basic text being used in the course?"

Finding #60: "Other" Books Treated as "Required Assignments: Among those students who report having books other than a basic text assigned in their largest class, fully two-thirds say all these alternative readings were "required." Another 17% say that at least some were "required" and only 16% say none were.

Such alternative reading sources are most often treated as "required" in the business and economics courses and courses based on a group discussion format. They are least often "required" in junior colleges.

Requirement of "Other Books" in Largest Class[1/]

By Type of Institution and Course

(Base: Other books besides basic textbook used in largest class - 46%)

| | All Required | Some Required | None Required |
|---|---|---|---|
| | % | % | % |
| Total | 67 | 17 | 16 |
| **Type of Institution** | | | |
| 2 year college | 69 | 8 | 23 |
| 4 year college or university | 66 | 20 | 14 |
| **Largest Class** | | | |
| Department | | | |
| Humanities | 69 | 17 | 13 |
| Social sciences/education | 70 | 16 | 14 |
| Science/math/engineering | 59 | 20 | 21 |
| Business/economics | 74 | 11 | 15 |

1/ Question 15b: "Are all these other books available in paperback, some of them or none of them?"

Finding #61: Purchase of "Other" Books: Among students who reported being assigned books other than a basic text, nearly two out of three say they purchased all of them.* Another 14% reported they bought at least some of them, and about one in four didn't purchase any. For those who didn't buy such "other" books, the usual reason given, as in the case of failure to purchase the basic text, was that they had access to another copy.

As was the case with the purchase of basic textbooks, the single most important background factor relating to whether students actually bought these "other" books was simply whether they were treated as "required" versus "recommended" assignments. When all or some "other" books were "required," the rate of nonpurchase was less than half (16%) of what it was when none were required (40%).

Considering the salience of "requiring" such "other" books to whether they are actually purchased by students, it is not surprising to find that the main groups who did buy them were also the groups with the highest incidence of them being "required" assignments. These included:

- ... Social science courses
- ... Business and economics courses
- ... Courses based on group discussion, rather than lectures

Also, it is noteworthy that students were more likely to buy such "other" books if they liked the course than if they disliked it.

*The term "all" here can often refer to only a single "other" book, since about a third of the time only one such "other" book was assigned.

## Purchase of "Other Books" Assigned in Largest Class[1]

(Base: Other books besides basic textbooks used in largest class - 46%)

| | Total Used "Other Books" |
|---|---|
| | % |
| Purchased | |
| All | 63 |
| Some | 14 |
| None | 23 |

1/ Question 15e: "Have you actually purchased copies of all these books, some of them or none of them?"

## Purchase of "Other Books" for Largest Class[1]

By Course Characteristics and Attitude Towards Course

(Base: Other books besides basic textbook used in largest class - 46%)

| | Purchased All/Some "Other Books" | Purchased None of "Other Books" |
|---|---|---|
| | % | % |
| Total Used "Other Books" | 77 | 23 |
| Largest Class | | |
| Department | | |
| Humanities | 78 | 22 |
| Social sciences/education | 80 | 20 |
| Science/math/engineering | 69 | 31 |
| Business/economics | 87 | 13 |
| Course Structure | | |
| Mainly lecture | 73 | 27 |
| Not mainly lecture | 81 | 19 |
| Attitude About Course | | |
| Like a great deal | 81 | 19 |
| Do not like greatly | 74 | 26 |
| Requirement of "Other Books" | | |
| All/some required | 82 | 18 |
| None required | 58 | 40 |

1/ Question 15e: "Have you actually purchased copies of all these books, some of them, or none of them?"

Finding #62: Purchase of "Other" Books in Paperback: Students show an overwhelming preference to purchase "other" books (assigned other than a basic text) in paperback form when such is available. Indeed, fully two-thirds of the time paperbacks were chosen over hard cover editions when both were available, 22% of the time some of both hard cover and paperback were purchased, and only 6% of the time did students opt for strictly hard cover editions.

Purchase Preferences of "Other Books" in Largest Class[1/]

Hard Cover versus Paperback

(Base: Purchased all/some books other than basic textbooks which were assigned in largest class - 36%)

| When Available in Both Hard Cover and Paperback | Total Purchased All/Some "Other Books" % |
|---|---|
| Purchased all paperback copies | 67 |
| Purchased all hard cover copies | 6 |
| Purchased some of each | 22 |
| None available in paperback | - |
| No answer | 5 |

1/ Question 15h: "When both paperback and hard cover versions of these books were available, did you buy all in paperback, all in hard cover or some of each?"

Finding #63: Purchase of "Other" Books in Used Copies: When books assigned other than a basic text are available in both new and used copies, students are actually more likely to buy them all new than all used. A substantial minority of students prefer to buy some of both new and used.

The fact that students are somewhat less keen on purchasing used copies of such "other" book assignments than they were with respect to basic texts may be due to the fact that such a large portion of these "other" books are produced in paperback editions. The relative cheapness of new paperbacks, combined with their lesser durability undoubtedly makes them a less attractive bargain on the used book market.

Purchase Preferences of "Other Books" in Largest Class 1/

New versus Used Copies

(Base: Purchased all/some books other than basic textbooks which were assigned in largest class)

| When Available Both New and Used | Total Purchased All/Some "Other Books" % |
|---|---|
| Purchased all new copies | 32 |
| Purchased all used copies | 24 |
| Purchased some of each | 19 |
| No used copies available | 21 |
| No answer | 4 |

1/ Question 15i: "When both new and used copies were available of these books, did you buy all new copies, all used copies, or some of each?"

Finding #64: Plans to Keep or Resell "Other" Books: The majority of students (56%) indicated they planned to keep rather than resell the "other" books purchased for their largest class. However, one in five had definite plans of reselling them all, and an equal number thought they would resell at least some of them.

Business and economics majors were by far the most likely to resell such "other" books. Also, those whose largest class had more than 50 students tended more often to want to resell their books. As was true for basic texts, the general disposition to buy used books is also related to plans to resell books.

On the positive side, the following factors show a substantial association with plans to keep "other" books purchased:

- ... Being satisfied with college books generally
- ... Liking the course
- ... Upper classmen, particularly seniors and graduate students
- ... Taking a course in one's field of interest
- ... An advanced course
- ... Courses in the social sciences or education

What Plan to Do With "Other Books" After Term[1/]

(Base: Purchased all/some books other than basic textbooks used in largest class - 36%)

| | Total Purchased "Other Books" |
|---|---|
| | % |
| Resell all | 21 |
| Resell some | 20 |
| Plan to keep | 56 |
| No answer | 3 |

1/ Question 15j: "When the term is over, do you plan to resell all these books you've purchased, some of them, or do you plan to keep all of them?"

## Plans to Keep "Other" Books [1]

By Key Groups

(Base: Purchased all/some books other than basic textbook assigned in largest class - 36%)

| | Plan to Keep All "Other" Books |
|---|---|
| | % |
| **Total Purchased "Other" Books** | 56 |
| **Class Status** | |
| Freshman | 49 |
| Sophomore | 50 |
| Junior | 52 |
| Senior/graduate | 66 |
| **Type of Institution** | |
| 2 year college | 55 |
| 4 year college or university | 56 |
| **Largest Class** | |
| Department | |
| Humanities | 55 |
| Social sciences/education | 63 |
| Science/math/engineering | 51 |
| Business/economics | 33 |
| Class Size | |
| Under 50 | 66 |
| 50 or more | 44 |
| Level of Course | |
| Introductory | 50 |
| Advanced | 63 |
| Course Structure | |
| Mainly lecture | 48 |
| Not mainly lecture | 63 |
| Course Is: | |
| In major area of interest | 63 |
| Not in major area of interest | 48 |
| Attitude About Course | |
| Like a great deal | 65 |
| Do not like greatly | 45 |

## Plans to Keep "Other" Books [1] (Continued)

By Key Groups

(Base: Purchased all/some books other than basic textbook assigned in largest class - 36%)

| | Plan to Keep All "Other" Books |
|---|---|
| | % |
| **General Satisfaction With College Books** | |
| Very satisfied | 66 |
| Somewhat satisfied | 54 |
| Dissatisfied | 48 |
| **Generally Prefer to Buy:** | |
| All used books | 49 |
| Some/all new books | 57 |

1/ Question 15j: "When the term is over, do you plan to resell all these books you've purchased, some of them, or do you plan to keep all of them?"

## Audio-Visual Materials

At present, we seem to be witnessing a watershed moment in the utilization of audio-visual media for college courses. There is enormous exposure to such material for students in all disciplines and regardless of the type of school. Yet, the reception of audio-visuals is tautly ambivalent. We have seen previously that faculty members are impressed with the stimulus function of such presentations, and yet barely half the students find them more enjoyable than regular class discussion or lecture and only one in three consider them "very helpful."

All in all, audio-visual media simply do not seem to be well integrated into the curriculum of even those courses which use them -- again reinforcing a view drawn from the faculty findings. Some fields, of course, have made further progress in this regard than others, but the overall picture remains one of potential more than one of accomplishment.

Finding #65: Exposure to Audio-Visual Presentations: Virtually all students (94%) have had some experience with audio-visual presentations in their college courses.

The kinds of audio-visual materials which they have most often encountered in college courses correlate well with those used frequently by faculty members. These include:

... Films (79%)

... Overhead projections (65%)

... Slides (59%)

USE OF AUDIO-VISUAL MATERIALS

IN COLLEGE COURSES 1/

| | Total |
|---|---|
| | % |
| Ever Used | |
| Films | 79 |
| Overhead projections | 65 |
| Slides | 59 |
| Film strips | 44 |
| Prerecorded tapes | 42 |
| Records | 39 |
| Videotape | 34 |
| Study prints | 29 |
| Multimedia kits | 10 |
| Other | 2 |
| None | 6 |

1/ Question 16a: (SHOW CARD) "Which of the things listed on this card have ever been used in this or any other of your college courses."

Finding #66: Audio-Visual Media in Different Disciplines: There are several interesting differences in the types of audio-visual media to which students in different academic majors have been exposed.*

... Science, math and engineering majors have had considerably more experience with overhead projections and slides than most other students, perhaps tied to a wider need for schematic presentations in these technical fields.

... By the same token, use of prerecorded tapes and records is a good deal lower among the science, math and enginnering majors than for other students -- likely as a consequence of the lesser importance of foreign language and music courses to those in these fields.

... Education majors have had relatively greater contact with filmstrips, prerecorded tapes, videotape and multimedia kits than most students, and actually stand at or above the norm on other media types, as well. This probably reflects a greater overall interest in the educational function of such media.

*Only indirect estimates of relative usage within actual discipline areas are possible, since we are relating media use to the students' major and not to the actual discipline within which such use took place. This approach assumes, not unrealistically, that students are predominately enrolled in courses within their subject area.

Use of Audio-Visual Materials in College Courses[1/]

By Major Subject

| | Total | Humanities | Social Sciences | Education | Science/ Math/ Engineering | Business/ Economics |
|---|---|---|---|---|---|---|
| Ever Used | % | % | % | % | % | % |
| Films | 79 | 79 | 76 | 82 | 84 | 73 |
| Overhead projectors | 65 | 58 | 59 | 66 | 75 | 70 |
| Slides | 59 | 61 | 52 | 59 | 66 | 51 |
| Film strips | 44 | 43 | 32 | 56 | 48 | 44 |
| Prerecorded tapes | 42 | 49 | 41 | 51 | 34 | 32 |
| Records | 39 | 53 | 35 | 45 | 28 | 31 |
| Videotape | 34 | 38 | 27 | 49 | 30 | 31 |
| Study prints | 29 | 30 | 31 | 26 | 30 | 26 |
| Multimedia kits | 10 | 9 | 12 | 17 | 8 | 8 |
| Other | 2 | 3 | 2 | 2 | 3 | - |
| None | 6 | 6 | 9 | 6 | 5 | 7 |

1/ Question 16a: (SHOW CARD) "Which of the things listed on this card have ever been used in this or any other of your college courses?"

Finding #67: Audio-Visual Media Related to School Size and Region: A few noticeable differences occur in the relative frequency with which students in large versus small schools, and also in varying regions of the country, report the use of certain types of audio-visual materials:

... Large schools (over 20,000 enrollment) seem to make significantly greater use of slides than do other schools.

... Small institutions (under 5,000 enrollment) make the least use of videotape.

... Schools in the northeast appear to use less of most kinds of audio-visual materials, especially true for films, filmstrips, and prerecorded tapes.

... The north central region finds a wider use of overhead projections.

## Use of Audio-Visual Materials in College Courses [1]

By Size of Institution

| | Total | Under 5,000 Students | 5,000-19,999 Students | 20,000 Students or More |
|---|---|---|---|---|
| | % | % | % | % |
| Ever Used | | | | |
| Films | 79 | 77 | 79 | 83 |
| Overhead projectors | 65 | 68 | 60 | 70 |
| Slides | 59 | 54 | 55 | 71 |
| Film strips | 44 | 48 | 44 | 41 |
| Prerecorded tapes | 42 | 42 | 41 | 42 |
| Records | 39 | 41 | 39 | 35 |
| Videotape | 34 | 27 | 39 | 35 |
| Study prints | 29 | 32 | 25 | 32 |
| Multimedia kits | 10 | 12 | 10 | 9 |
| Other | 2 | 2 | 2 | 3 |
| None | 6 | 7 | 8 | 3 |

[1] Question 16a: (SHOW CARD) "Which of the things listed on this card have ever been used in this or any other of your college courses?"

## Use of Audio-Visual Materials in College Courses [1]

By Region

| | Total | North-east | North Central | South | West |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| Ever Used | | | | | |
| Films | 79 | 70 | 81 | 81 | 84 |
| Overhead projectors | 65 | 60 | 74 | 62 | 61 |
| Slides | 59 | 56 | 60 | 61 | 58 |
| Film strips | 44 | 33 | 50 | 52 | 41 |
| Prerecorded tapes | 42 | 32 | 43 | 43 | 48 |
| Records | 39 | 35 | 36 | 46 | 37 |
| Videotape | 34 | 39 | 39 | 30 | 30 |
| Study prints | 29 | 25 | 28 | 40 | 22 |
| Multimedia kits | 10 | 9 | 14 | 10 | 7 |
| Other | 2 | 1 | 4 | 2 | 2 |
| None | 6 | 13 | 5 | 6 | 1 |

[1] Question 16a: (SHOW CARD) "Which of the things listed on this card have ever been used in this or any other of your college courses?"

Finding #68: Testing on Audio-Visual Presentations: Just one student in four reports usually being tested on material from audio-visual presentations, and an equal number indicate never being tested on such. This tends to confirm the faculty findings that audio-visual materials are not yet an integral feature of course curriculum.

A comparison of students in different majors indicates that those in science, math or engineering are tested on audio-visual presentations with greater regularity than in other disciplines. This suggests a greater degree of integration of such material into the curriculum of the technical fields.

Have You Been Graded or Tested on Audio-Visual Presentation? 1/

(Base: Exposed to audio-visuals in college - 94%)

| | Total Exposed to Audio-Visuals in College |
|---|---|
| | % |
| Usually graded/tested | 25 |
| Sometimes | 54 |
| Never | 21 |

1/ Question 16c: "Have you usually, sometimes or never been graded or tested on the information given in audio-visual presentations?"

Extent to Which Students Are Graded or Tested on Audio-Visual Presentations[1/]

By Major Subject

(Base: Students exposed to some audio-visual presentations in college courses - 94%)

| | Usually Graded or Tested | Sometimes Graded or Tested | Never Graded or Tested |
|---|---|---|---|
| | % | % | % |
| Total Exposed to Audio-Visuals in College | 25 | 54 | 21 |
| Major Subject | | | |
| Science/math/engineering | 30 | 52 | 18 |
| Humanities | 26 | 56 | 18 |
| Business/economics | 24 | 54 | 22 |
| Social sciences | 19 | 49 | 32 |
| Education | 14 | 67 | 19 |

1/ Question 16c: "Have you usually, sometimes, or never been graded or tested on the information given in audio-visual presentations?"

Finding #69: Attitudes Toward Audio-Visual Presentations: Although students do not seem particularly dissatisfied with audio-visual media, their enthusiasm is not as high as might be expected in view of the stimulus role assigned such material by faculty members. Only one out of three students find audio-visual presentations to be "very helpful," and barely half say they prefer audio-visuals over regular class lecture or discussion.

Contrary to faculty reports that student feedback is the primary means of evaluating an audio-visual presentation, barely two students in five report ever being asked their opinion of such material by their professors.

## Attitudes About Audio-Visual Material and Presentations

(Base: Exposed to audio-visuals in college - 94%)

| | Total Exposed to Audio-Visuals in College |
|---|---|
| | % |
| Enjoy Most[1] | |
| Audio-visual presentations | 51 |
| Lectures/discussions | 47 |
| No answer | 2 |
| Find Audio-Visual Presentations:[2] | |
| Very helpful | 31 |
| Somewhat helpful | 62 |
| Not helpful at all | 6 |
| No answer | 1 |
| Have Professors Ever Asked Opinion of Audio-Visuals They Use?[3] | |
| Yes | 39 |
| No | 59 |
| No answer | 2 |

1/ Question 16d: "Which do you enjoy most in your classes--audio-visual presentations or lectures and discussions?"

2/ Question 16e: "In your experience with audio-visual presentations would you say they have been generally very helpful, somewhat helpful or not helpful at all?"

3/ Question 16f: "Have your professors ever asked you your preferences or opinions about the audio-visual materials they use?"

## Which Is Enjoyed Most[1]

By Key Groups

(Base: Exposed to audio-visuals in college - 94%)

| | Audio-Visuals | Lectures/Discussions | No Answer |
|---|---|---|---|
| | % | % | % |
| Total Exposed to Audio-Visuals in College | 51 | 47 | 2 |
| Sex | | | |
| Male | 53 | 45 | 2 |
| Female | 48 | 50 | 2 |
| Class Status | | | |
| Freshman | 51 | 48 | 1 |
| Sophomore | 57 | 42 | 1 |
| Junior | 49 | 47 | 4 |
| Senior/graduate | 48 | 49 | 3 |
| Type of Institution | | | |
| 2 year college | 48 | 51 | 1 |
| 4 year college or university | 52 | 45 | 3 |
| Size of Institution | | | |
| Under 5,000 students | 54 | 44 | 2 |
| 5,000 - 19,999 students | 47 | 51 | 2 |
| 20,000 students or more | 55 | 42 | 3 |
| Geographic Region | | | |
| Northeast | 49 | 49 | 2 |
| North Central | 53 | 43 | 4 |
| South | 52 | 47 | 1 |
| West | 49 | 49 | 2 |
| Major Subject | | | |
| Humanities | 47 | 50 | 3 |
| Social sciences | 45 | 52 | 3 |
| Education | 55 | 44 | 1 |
| Science/math/engineering | 55 | 42 | 3 |
| Business/economics | 50 | 50 | - |

1/ Question 6d: "Which do you enjoy more in your classes, audio-visual presentations or lectures and discussions?"

## VIEWS OF THE INDUSTRY

### Views of the Industry

Students are substantially more critical of textbook publishers in general than are faculty members.. This relative cynicism also provides a curious contrast to the widely favorable evaluation students make of their course books. Undoubtedly, the textbook industry is a partial victim of more general student sentiments against big business and establishment institutions, and the extension of such criticism to publishers is something that should be cautiously monitored in the future.

We hasten to point out here that publishers are evaluated much more benignly than is found in other studies asking students their opinion of American big business generally.

Finding #70: Student Opinion About Textbook Publishers: On balance, students are somewhat cynical toward the publishing industry. Over half (56%) of those interviewed indicated they felt textbook publishers were only out to make money, while the remainder (44%) thought the industry was also trying to help students' education.

The strongest criticism comes from the minority of students who have expressed a general dissatisfaction with their college course books -- three-quarters of whom feel the industry is only out to make money.

Other groups with relatively more negative attitudes include:

... Students in large universities
... Seniors/graduate students
.. Social science majors
... Those in the northeast region of the country

Groups most favorable are:

... Junior college students
... Freshmen

## Are Textbook Publishers Only Out to Make Money or Also Trying to Help Students' Education[1]

By Key Groups

| | Only Out to Make Money | Also Trying to Help Students' Education | No Answer |
|---|---|---|---|
| | % | % | % |
| **Total** | 56 | 43 | 1 |
| **Sex** | | | |
| Male | 61 | 38 | 1 |
| Female | 49 | 49 | 2 |
| **Class Status** | | | |
| Freshman | 46 | 53 | 1 |
| Sophomore | 51 | 48 | 1 |
| Junior | 61 | 38 | 1 |
| Senior/graduate | 65 | 33 | 2 |
| **Type of Institution** | | | |
| 2 year college | 47 | 53 | - |
| 4 year college or university | 60 | 39 | 1 |
| **Size of Institution** | | | |
| Under 5,000 students | 49 | 50 | 1 |
| 5,000 - 19,999 students | 54 | 45 | 1 |
| 20,000 students or more | 66 | 32 | 2 |
| **Geographic Region** | | | |
| Northeast | 63 | 37 | - |
| North Central | 56 | 41 | 3 |
| South | 55 | 45 | - |
| West | 51 | 49 | - |
| **Major Subject** | | | |
| Humanities | 55 | 43 | 2 |
| Social sciences | 64 | 36 | - |
| Education | 50 | 48 | 2 |
| Science/math/engineering | 54 | 45 | - |
| Business/economics | 61 | 39 | - |
| **Satisfaction With College Books** | | | |
| Very satisfied | 51 | 48 | 1 |
| Somewhat satisfied | 53 | 46 | 1 |
| Not satisfied | 75 | 23 | 2 |

1/ Question 18: "Do you think textbook publishers are only out to make money, or do you think they are also trying to help students' education?"



Finding #71: Student Attitudes About Publisher Promotion: All students were asked whether they thought the industry should make more efforts at direct contact with students, and better than half (56%) said "yes." Quite a few, however, expressed no interest in this possibility one way or the other.

## Should Publishers Mail More Brochures, Circulars[1]

| | Total |
|---|---|
| | % |
| Yes | 56 |
| No | 25 |
| Not sure | 19 |

1/ Question 17c: "Would you be interested in seeing publishers take more steps in this direction?"

## TECHNICAL APPENDIX

### The College Sample

The college sample consisted of a stratified random sample of 42 colleges across the United States. Colleges were defined as post-high school institutions offering Associate, Bachelor, Masters or Doctoral degrees. Separate colleges within a college system were treated independently, and separate campuses within a university or college were treated as a combined entity.

The 2,544 schools eligible were stratified by four standard Census regions (Northeast, North Central, South and West) and by public and private control within each region.

The eight resultant strata were then arrayed according to total enrollment as reported by HEW.[1] Schools were then arrayed within each stratum according to total enrollment.[2]

Three replicates of 14 schools each were then selected on the basis of a fixed interval utilizing a random starting point for each replicate. This procedure insured regional balance, the likelihood of selecting both large and small institutions, and schools under private as well as public control.

In addition, a calculated oversample of junior colleges was obtained in order to assure sufficient numbers for reliable statistical analysis. For both faculty and student samples, cases were then "weighted" back into their proper proportions before statistical calculations were carried out.

1/ Digest of Educational Statistics -- 1972, U.S. Department of Health, Education and Welfare.

2/ Opening Fall Enrollment in Higher Education -- 1970, U.S. Department of Health, Education and Welfare.

### Designing the Student Assignments

Each school received an equal-sized assignment -- college size having already been accounted for in the ordering and selection procedures. Within each size assignment, further assignments were specified to control for the graduate/undergraduate balance, distribution of students in different discipline majors, male/female balance, and racial balance -- all four according to the enrollment figures for that college. Further assignments were made to control for undergraduate class standing based on national enrollment figures for undergraduate classes. The four assignments based on individual college enrollment figures were then checked in aggregate against national undergraduate/graduate, academic major, male/female, and white/nonwhite enrollment figures.

Selection of individual students was made from among matriculated day or evening session students based on a random selection of first letters of students' last names.

### Designing the Faculty Assignments

As with students, each college received an equal sized assignment of faculty respondents. Within each assignment, further allocations were specified to control for the faculty member's departmental rank, according to the titles of Instructor, Assistant Professor, Associate Professor, and Full Professor. In addition, a quota of department heads was also assigned for each institution. Since academic ranks and titles are not uniformly designated across all institutions, the closest possible match to prearranged specifications was the guiding criterion, using faculty members' own self-evaluations as the key when doubt arose.

## LIST OF COLLEGES BY REGION

### Northeast

Allegheny County Community College, Pennsylvania
Cape Cod Community College, Massachusetts
City University of New York, Brooklyn College
Dartmouth College, New Hampshire
Dowling College, New York
Edinboro State College, Pennsylvania
Fairleigh Dickinson Univeristy, New Jersey
University of Massachusetts
Nassau Community College, New York
Villanova University, Pennsylvania

### North Central

Bowling Green University, Ohio
University of Kansas
Kent State University, Ohio
University of Illinois
National College of Education, Illinois
Northern Michigan University
Purdue State University, Indiana
Rose-Hulman Institute of Technology, Indiana
Thornton Community College, Illinois
Washington University, Missouri
Wayne County Community College, Michigan



### South

Edward Waters College, Florida
Gulf Coast Junior College, Florida
Hampton Institute, Virginia
Louisiana State University
Murray State College, Oklahoma
Oklahoma College
Palm Beach Junior College, Florida
Polk Junior College, Florida
Towson State College, Maryland
University of Virginia
Virginia Polytechnic Institute and State University

### West

Adams State College, Colorado
University of California, Berkeley
University of Southern California
California State University
Cerritos College, California
Foothill College, California
Fullerton Junior College, California
Riverside City College, California
San Joaquin Delta College, California
Southwestern College, California

## STUDENT SAMPLE DESCRIPTION

| | Field Data /1 | Sample Distribution 1974 /2 | Sample Distribution 1972 /3 | HEW Census Distribution /4 |
|---|---|---|---|---|
| | % | % | % | % |
| **Region** | | | | |
| Northeast | 24 | 24 | 22 | 23 |
| North Central | 27 | 27 | 28 | 27 |
| South | 26 | 26 | 26 | 26 |
| West | 23 | 23 | 24 | 24 |
| **Control** | | | | |
| Public | 76 | 75 | 95 | 76 |
| Private | 24 | 25 | 5 | 24 |
| **Type of School** | | | | |
| 2-year college | 33 | 28 | 10 | 28 |
| 4-year college | 36 | 39 | 90 | 38 |
| 4-year university | 31 | 33 | | 34 |
| **Years Attending** | | | | |
| Freshmen | 29 | 27 | 35 | 30 |
| Sophomores | 24 | 23 | 31 | 23 |
| Juniors | 17 | 18 | 20 | 17 |
| Seniors | 16 | 17 | 14 | 15 |
| Graduates | 14 | 15 | | 15 |

1/ Based on actual interviews conducted.
2/ Proportions of each group in the final sample weighted to reproportion the purposive oversample of junior colleges.
3/ Figures drawn from weighted results of 1972 baseline study.
4/ Digest of Educational Statistics -- 1972, U.S. Department of Health, Education and Welfare.

## FACULTY SAMPLE DESCRIPTION

| | Field Data /1 | Sample Distribution 1974 /2 | Sample Distribution 1972 /3 | HEW Census Distribution /4 |
|---|---|---|---|---|
| | % | % | % | % |
| **Region** | | | | |
| Northeast | 24 | 24 | 18 | 23 |
| North Central | 26 | 27 | 27 | 27 |
| South | 26 | 26 | 34 | 26 |
| West | 23 | 23 | 21 | 24 |
| **Control** | | | | |
| Public | 76 | 74 | 95 | 76 |
| Private | 24 | 26 | 5 | 24 |
| **Type of School** | | | | |
| 2-year college | 33 | 28 | 27 | 28 |
| 4-year college | 36 | 39 | 73 | 38 |
| 4-year university | 31 | 33 | | 34 |
| **Academic Title** | | | | |
| Instructor | 30 | 29 | 29 | 24 |
| Assistant Professor | 21 | 22 | 33 | 28 |
| Associate Professor | 22 | 23 | 16 | 21 |
| Full Professor | 20 | 20 | 22 | 22 |
| Department Head | 7 | 6 | - | - |

1/ Based on actual interviews conducted.
2/ Proportions of each group in the final sample weighted to reproportion the purposive oversample of junior colleges.
3/ Figures drawn from weighted results of 1972 baseline study.
4/ Digest of Educational Statistics -- 1972, U.S. Department of Health, Education and Welfare.